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ABSTRACT

A broad range of education-related topics are addressed in this 181-document bibliography, which presents citations and abstracts for publications produced by the 16 ERIC Clearinghouses. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1982) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A complete listing of names, addresses, telephone numbers, and scope notes is provided for ERIC Clearinghouses and other network components. Information on how to obtain publications and how to order ERIC abstract journals is also included. (LMM)

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ERIC® Clearinghouse Publications

1982

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1982

May 1983

Carolyn R. Weller, Editor

ERIC Processing and Reference Facility
Bethesda, Maryland

IR050519

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DOCUMENT RESUMES (ARRANGED BY PRODUCING CLEARINGHOUSE)

CE — Adult, Career, and Vocational Education 1
CG — Counseling and Personnel Services 3
CS — Reading and Communication Skills 4
EA — Educational Management 6
EC — Handicapped and Gifted Children 10
FL — Languages and Linguistics 11
HE — Higher Education 13
IR — Information Resources 17
JC — Junior Colleges 19
PS — Elementary and Early Childhood Education 21
RC — Rural Education and Small Schools 22
SE — Science, Mathematics, and Environmental Education 23
SO — Social Studies/Social Science Education 26
SP — Teacher Education 28
TM — Tests, Measurement, and Evaluation 29
UD — Urban Education 30

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Introduction

The ERIC System

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system sponsored and supported by the National Institute of Education (NIE). ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components see the back of this publication.)

Through this network of specialized centers or clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the thirteenth bibliography in this series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHY	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-	p.	Jan-Dec 1982	181
		TOTAL IAP'S (1968-1982)	4016

This bibliography covers the calendar year period from January through December 1982. It lists a total of 181 documents. Publications that have been produced through the cooperative endeavors of two or more clearinghouses have been listed under the clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by clearinghouse. Within each clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC clearinghouse publications are published by the individual ERIC clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

ERIC Clearinghouse Publications

STATISTICAL SUMMARY—*BY CLEARINGHOUSE BY YEAR (1968-1982)*

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY1968	FY1969	FY1970	FY1971	FY1972	FY1973	FY1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	TOTALS
AC	Adult Education	24	16	20	28	20	16								124
AL	Linguistics	2	7	11	11										31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	91
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	171
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	187
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	366
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	412
EF	Educational Facilities	1	19	16											36
EM	Educational Media and Technology	7	8	11	8	14	16								64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	216
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	215
IR	Information Resources							30	47	8	12	6	4	14	121
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	317
LI	Library and Information Sciences		2	7	9	14	8								40
PS	Elementary & Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	230
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	183
RE	Reading	16	19	15	9	5									64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	308
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	98
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	197
TE	Teaching of English	3	7	32	24	26									92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	107
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	188
VT	Vocational and Technical Education	11	18	30	39	42	18								158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	4016

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Education for Women.

Central Univ., Chicago IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 73

Contract—NIE-C-73-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

EDRS Price—MF01/PC06 Plus Postage.

Pub Type—Tests/Questionnaires (160)

Descriptors — Career Guidance, Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifier — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project

Report Number—assigned by originator

Descriptive Note (pagination first)

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged by ERIC clearinghouse, with a secondary sort by accession number (ED number) within each clearinghouse group. The following is a list of the ERIC clearinghouses, the two-letter prefixes used to identify them, and the page on which each clearinghouse's entries begin.

Page
CE —Adult, Career, and Vocational Education 1
CG —Counseling and Personnel Services 3
CS —Reading and Communication Skills 4
EA —Educational Management 6
EC —Handicapped and Gifted Children 10
FL —Languages and Linguistics 11
HE —Higher Education 13
IR —Information Resources 17
JC —Junior Colleges 19
PS —Elementary and Early Childhood Education 21
RC —Rural Education and Small Schools 22
SE —Science, Mathematics, and Environmental Education 23
SO —Social Studies/Social Science Education 26
SP —Teacher Education 28
TM —Tests, Measurement, and Evaluation 29
UD —Urban Education 30

CE

ED 220 722 CE 033 967
Larson, Gordon A.
Adult Education for the Handicapped. Information Series No. 240.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—41p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN240, $4.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accessibility (for Disabled), Access to Education, *Adult Education, Adult Programs, Ancillary School Services, *Blindness, Community Education, *Deafness, Disabilities, Educational Needs, Educational Resources, Individual Needs, Legislation, *Mental Retardation, *Physical Disabilities, Program Development, Social Attitudes, Special Education, *Special Programs

Intended as a general guide for adult educators interested in developing community educational programs for handicapped adults, this monograph gives an overview of facts, problems, and programs peculiar to each of four handicapped populations: the physically handicapped, blind, deaf, and mentally retarded. Following an introduction that defines terms and discusses general legal aspects and problems, each of the population groups is considered in a section of its own. The first section, "Adult Education for the Physically Handicapped," discusses mobility barriers, attitudinal barriers, and some information sources of ideas for specialized programming. The next section, "Adult Education for the Blind," covers special services required in providing education for this population; also described are some existing types of programming for the blind that can be incorporated into an educational program. "Adult Education for the Deaf" discusses the deaf population, social aspects of deafness, educational problems relating to this population, and exemplary programs currently serving its educational needs. The final section, "Adult Education for the Mentally Retarded," presents a definition and categories of mental retardation, discusses educational characteristics and problems of this group, and cites some program techniques that have been successful and some information resources helpful in this area. The document concludes with an appendix of agencies that provide information and services to the handicapped, and a reference section for gathering more information. (DTT)

ED 220 723 CE 033 968
Mocker, Donald W. Spear, George E.
Lifelong Learning: Formal, Nonformal, Informal, and Self-Directed. Information Series No. 241.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—39p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN241, $3.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Learning, Definitions, *Educational Research, *Independent Study, *Lifelong Learning, *Models, *Nonformal Education, State of the Art Reviews
Identifiers—Conceptual Analysis, *Informal Education

A model is presented to help clarify the concept of lifelong learning. Constructed on the idea that an operational definition of lifelong learning should be based on the locus of control for making decisions about the goals and means of learning, the model is a two-by-two matrix of learner and institution that represents four identified situations of learning: formal (learners have little control over the objectives or means of learning); nonformal (learners control the objectives but not the means of learning); informal (learners control the means but not the objectives of learning); and self-directed (learners control both the objectives and means of learning). The model is interpreted as demonstrating how all planned or deliberate learning is located along a continuum; the concept of control provides the basis for classifying the various types of lifelong learning. From the model the authors also suggest that lifelong learning is neither the domain of a particular age group nor a single program or piece of legislation; it is a composite of many programs, pieces of legislation, and learner-initiated activities. To further clarify the model, expansions (based on research) of formal, nonformal, and informal learning are provided. Then, using the established model, an in-depth examination is made on the ultimate state of learner autonomy: self-directed learning. Included in the discussion is a review of previous research and a look at current research and trends. A list of references concludes the paper. (CT)

ED 220 724 CE 033 969
Anderson, Kathryn H., Ed. And Others
Retirement Policy: Planning for Change. Information Series No. 242.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—67p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN242, $5.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Career Choice, Educational Planning, Employment Practices, *Federal Legislation, Labor Force, Labor Problems, *Labor Supply, Occupational Mobility, *Older Adults, Preretirement Education, Program Design, *Public Policy, *Retirement, *Retirement Benefits, Vocational Education, Vocational Education Teachers

This compilation of four papers examines past and current retirement policies for the elderly and the implications of these policies for labor supply job choice, and educational planning for the elderly. The first paper, by Jennifer Warlick, presents a review of past federal policies on retirement and a discussion of proposed policy changes. Richard Burkhauser, in the second paper, focuses on the effect of retirement policies on labor force participation and labor supply behavior; recommendations of three presidential commissions on work-related issues are discussed. The third paper, by Tabitha Doescher and John Turner, analyzes job choice and the effect of pension policies on occupational mobility. In the last paper Alan Sheppard discusses the need for vocational educators to design effective programs to support and retrain the elderly during this period of transition. Finally, conclusions drawn from the four papers are presented: (1) federal policies affecting the elderly have never been coordinated and program goals never specified; (2) business and government policies penalize older people who want to work; and (3) policies have generally overlooked vocational education as an important support for the elderly. An extensive bibliography concludes the document. (CT)

ED 220 725 CE 033 970
Harshman, Carl L.
Quality Circles: Implications for Training. Information Series No. 243.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—73p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN243, $6.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Delivery Systems, *Job Training, Management Development, *Program Content, *Program Design, Program Evaluation, *Program Implementation, *Quality Control, *Training Methods
Identifiers—Japan, *Quality Circles, United States

This paper explores the background to and process of quality circles as well as the implications of circles for training. In the first section, the emergence and growth of quality circles in Japan and the United States are traced. Next, the theoretical and conceptual bases of quality circles are examined, while section 3 looks at implementation in detail. Discussed are the goals of circles; steps in implementation; the principles of operation, organization, and staffing; the operation of quality circles; and the evaluation of benefits of quality circles. The fourth section describes the extent and types of quality circle training that can be delivered. It is followed by a discussion of quality circles and implications for training, giving an overview of who is trained, what kind of training is received, what kinds of considerations are made in designing and conducting training, and the outcomes or end results of the training process. A final section considers some unresolved issues relative to the concept and practice of quality circle training. Essentially, basic problems and needs are named in the areas of management/supervision, research, and education. Appended materials include abstracts of circle activities in various companies around the country, a case study, and results of a survey of several companies' involvement with quality circles. (CT)

ED 220 726 CE 033 971
Singer, Norman M., Ed. And Others
Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—50p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN244, $4.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computers, Computer Science, Educational Change, *Educational Philosophy, *Educational Technology, Education Work Relationship, *Futures (of Society), Social Change, *Technological Advancement, *Telecommunications

This compilation of four papers provides an overview of recent developments in communications technologies and suggests how these developments will affect adult, career, and vocational education. Following an introduction, by Juliet V. Miller, that both summarizes each of the papers and synthesizes the information presented, the first paper, by Christopher J. Dede, considers the reshaping of adult, career, and vocational education by the emerging communications technologies. Discussed are the way changes are affecting the world of work and, subsequently, educational content and delivery. The second paper, "Recent Developments in Telecommunications Technology," by Frank W. Norwood, reviews developments that will lead to the home becoming a telecommunications center with the capability of delivering a wide variety of knowledge and instruction. Next, Jo Ann Harris-Bowlsbey, in "Educational Applications of Communications Technology," addresses three questions: (1) How can educators be trained to use communications technologies? (2) How can computers assist individuals in career decision making? and (3) How can computers be used to support instruction? The final paper, by Katy Brown Greenwood, focuses on the need for and process of developing a philosophy to guide the use of communications technology in vocational education. The author emphasizes studying alternative futures and past and current values in order to broaden vocational education for the preferred future. A list of references concludes the document. (DTT)

ED 220 727 CE 033 972
McDaniels, Carl
Leisure: Integrating a Neglected Component in Life Planning. Information Series No. 245.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—59p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN245, $4.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Definitions, Educational Needs, Educational Planning, *Educational Responsibility, *Individual Development, Individual Needs, *Leisure Time, *School Role
Identifiers—*Life Cycles, *Life Planning

Aimed principally at educational professionals—teachers; counselors; administrators; and vocational, career, and adult educators—this monograph provides a framework for considering leisure as an integral part of life planning. The introduction, based largely on a literature review, presents historical perspectives on leisure, discusses its relationship to human development, and provides some theoretical perceptions and definitions; the chapter concludes with "A Proposal for Leisure and Life Planning," which provides a rationale for discussing leisure in six life stages. Each of these stages is discussed in a chapter of its own, which indicates the most positive features of leisure at that stage and how various institutions can assist a person in taking advantage of the opportunities of that stage. The stages considered are (1) childhood, the awareness stage; (2) adolescence, the exploration stage; (3) young adulthood, the preparation stage; (4) adulthood, the implementation stage; (5) midlife, the involvement and reassessment stage; and (6) retirement, the reawareness and re-exploration stage. Following the six life-stage chapters, a summary presents 10 needs having educational implications for integrating leisure with life planning. Provided in two appendixes are, respectively, examples demonstrating innovative approaches to leisure and a charter of leisure. A list of references concludes the document. (DTT)

ED 220 728 CE 033 973
Bhaerman, Robert D.
Career Education: Collaboration with the Private Sector. Information Series No. 246.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—71p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN246, $5.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Advisory Committees, *Business, *Career Education, *Educational Cooperation, Federal Legislation, Government Role, Guidelines, *Industry, National Surveys, Program Implementation, *School Business Relationship
Identifiers—Education Commission of the States CO, *Office of Career Education

This paper reviews three aspects of career education-private sector collaboration: (1) the general and specific approaches that have been utilized during the past 10 years by the career education movement and the private sector in developing career education collaboration in the private sector; (2) the major results of these activities, focusing on the advantages of as well as the problems with collaboration; and (3) the suggested guidelines under which future positive collaboration might occur. Following the introduction, which provides definitions of career education and collaboration, the first section examines several career education-collaboration surveys, along with a development strategy for collaborative councils. In the second section, benefits from and barriers to collaboration in the past are explored, both from the academic and from the business and industry viewpoints. In the third section, recommendations and guidelines are presented. These guidelines come from the Education Commission of the States, from the business community, and from the U.S. Office of Career Education; some refer to collaborative councils. A review section and a list of observations and impressions follow. Appended material includes examples of implementation strategies for career education collaboration. References and additional readings complete the paper. (CT)

ED 220 729 CE 033 974
Imel, Susan And Others
Career Development in the Work Place: A Guide for Program Developers. Information Series No. 247.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-81-0025
Note—56p.; For related document, see ED 205 779.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN247, $4.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Development, Career Planning, Employer Attitudes, Employer Employee Relationship, Individual Needs, Industry, *Leadership Responsibility, Needs Assessment, Organizational Development, *Program Administration, *Program Development, Program Evaluation, *Program Implementation, Resources, *Staff Development

This guide presents nine tasks to be performed in planning organizational career development programs. Following an introduction that briefly discusses the guidebook's purposes, the state of career development programs in the work place, and uses of the guide, the nine tasks are discussed in two main sections. Part 1, Leadership Tasks, covers three initial objectives: determining organizational readiness and commitment and presenting a program proposal effectively; building a team to assist in planning and work once organizational approval has been granted; and staffing the program with qualified personnel in carefully defined positions. Part 2 focuses on six program development tasks: assessing internal and external resources; assessing the career development needs of both the organization and the employees; defining program goals based on the needs assessment; designing the program from successful models and derived strategies; implementing the program by way of listing resources, personnel, and deadlines for each program goal; and evaluating the program and using the assessment data. Each task section includes a brief list of suggested readings and, where appropriate, example worksheets helpful for completing the task. The guide concludes with a list of general resources (monographs, periodicals, and organizations) on career development and references used in this publication's development. (DTT)

CG

ED 209 586 CG 015 539

Schreiber, Penny

Counseling for Stress Management. Searchlight Plus: Relevant Resources in High Interest Areas, 43+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—145p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.95).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, *Coping, *Counseling Techniques, *Counselor Role, *Counselors, Family Problems, Literature Reviews, *Mental Health, School Counseling, *Stress Variables, Test Anxiety

Identifiers—*Stress Management

A review of the ERIC literature on stress is presented, revealing counselors' incorporation of stress management techniques into their work with clients as well as their own coping mechanisms for dealing with stress in their personal and professional lives. The materials provide an overview of stress, its effects on students, women, families, employees, and the stress and burnout that affects counselors and other helping professionals. An annotated bibliography of the ERIC documents and journal articles are cited as an appendix. (JAC)

ED 211 904 CG 015 697

Mamarchev, Helen L.

Peer Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 52+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—148p.; Pages 26-57 are marginally legible.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Counseling Effectiveness, Counselor Role, *Counselor Selection, Counselor Training, *Helping Relationship, Literature Reviews, *Paraprofessional Personnel, *Peer Counseling, Program Evaluation, *Program Implementation

This document contains a computer search of the ERIC database on the topic of peer counseling along with a narrative that highlights documents, identifies issues and trends, and suggests implications for guidance professionals. The concept of peer counseling is introduced and examined in terms of its history and rationale. Roles of peer counselors are reviewed and functions of peer counseling are enumerated in both direct and indirect helping relationships. A description of the selection of paraprofessional positions and individuals to fill those positions is followed by a discussion of peer counseling training objectives and procedures. Peer counseling programs are described at various educational levels, with special populations, and in nonacademic environments. Literature on evaluations of peer counseling programs is reviewed in which client and counselor perceptions of program effectiveness are considered. Program advantages and disadvantages are discussed. Finally, implications for counselors are suggested. The References section contains the complete computer search of ERIC journals and documents. (NRB)

ED 211 905 CG 015 698

Wedenoja, Marilyn

Sex Equity in Guidance and Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 53+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—183p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Counseling, *Females, *Guidance, Legislation, Literature Reviews, *Nondiscriminatory Education, Nontraditional Occupations, *Sex Bias, *Sex Fairness, Sex Stereotypes, Staff Development, State of the Art Reviews

This document contains a computer search of ERIC database on the topic of sex equity in guidance and counseling and a narrative which highlights documents, identifies issues and trends, and suggests implications for guidance professionals. The impact of sex stereotyping, double standards of health, the increased social awareness of sex bias and discrimination, changes in education and counseling toward sex equity, and the exploration of nontraditional skills and career choices are discussed. Legislation for sex equity is presented which focuses on legal responsibilities and guidelines along with staff development, and training resources. Sex equity in vocational education and guidance is considered in the development of sex-fair programs and resources. The reassessment of vocational testing instruments for sex stereotyping is reviewed. References focusing on the special educational and counseling needs of girls and women are discussed. The importance of staff development is considered; inservice training programs and workshops are described. Instruments for assessing counseling, vocational guidance, and educational programs in terms of sex bias and sex fairness are reviewed, and implications for counseling and guidance are suggested. The References section contains the complete computer search of ERIC journals and documents. (NRB)

ED 212 930 CG 015 724

Singleton, Dorothy Kim

Counseling Approaches for Enhancing Self-Esteem of Minorities.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—82

Contract—400-78-0005

Note—46p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109. ($8.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Counseling Techniques, *Counselor Client Relationship, Counselor Performance, *Cultural Differences, Family Life, Individual Power, *Minority Groups, Perspective Taking, Psychotherapy, *Self Esteem, *Therapeutic Environment, Values

This monograph suggests various counseling techniques for enhancing the self-esteem of minorities. A frame of reference is presented for considering minority group self-esteem. Themes related to minority group perspectives and their existence in the writings of psychotherapists are reviewed. A section on cultural diversity discusses the family, religion, and value orientation as important factors in the counseling process. Theoretical orientations regarding love and choice as sources of power in human beings are described and the client's and counselor's humanness are emphasized, with implications for the counselor's behavior. Because counseling is perceived as an unfamiliar activity resembling a "forced friendship," the interview and techniques are considered within this context. The initial interview is discussed and issues such as seating arrangements, structuring, and names and titles of address are included. Suggestions for counseling improvement and guidelines for counselor behaviors are offered. (Author/NRB)

ED 212 931 CG 015 725

Smith, Caryl K. And Others

Broadening Career Options for Women.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—82

Contract—400-78-0005

Note—73p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($9.00).

Pub Type— Reports - General (140) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Change, Career Choice, *Career Counseling, Coping, Counseling, Employed Women, Employment Patterns, *Females, *Job Search Methods, Minority Groups, *Nontraditional Occupations, *Self Actualization, *Skill Development

This monograph is a revision of "Counseling Women for Nontraditional Careers" (Smith, Smith, and Stroup, 1977). This update reflects changes in societal attitudes toward combined work and family roles for women and toward women entering nontraditional occupations. After reviewing the current employment situation for women, five hypotheses are offered as to why women may be underrepresented in some career areas and suggestions of specific strategies counselors might use to help women resolve each of the five problem situations are made. The strategies presented concentrate on: (1) skill development; (2) career awareness; (3) self-awareness; (4) job-seeking skills; and (5) coping skills. An extensive resources section is provided to help counselors implement the strategies, including background information on the socialization of women, women in the labor force, and minority women and work. One section contains materials, generally theoretically- or research-oriented, about counseling women, while another section on career programs describes programs for implementing strategies to assist women. Career information materials include books, films, posters, and other resources for use in counseling, along with a list of several resource organizations that can help counselors keep abreast of new materials. (Author/NRB)

ED 214 050 CG 015 784

Sanchez, Antonia

Counseling the Bilingual Student. Searchlight Plus: Relevant Resources in High Interest Areas, 54+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—186p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Abstracts, Biculturalism, *Bilingual Education, *Bilingual Students, *Counselor Role, Elementary Secondary Education, Guidance Personnel, Higher Education, Literature Reviews, *Minority Groups, Resource Materials, *School Counseling, *Student Needs

This information analysis paper, based on a computer search of the ERIC database from November 1966 through December 1980 examines the topic of counseling the bilingual student. An introductory narrative highlights issues and trends, and suggests possible implications for the future of guidance, focusing on: (1) the concept of bilingual education from a transcultural perspective; (2) typical problems facing bilingual students and families; (3) useful counseling strategies; (4) effective programs for bilingual students in the areas of counseling, bilingual and vocational education, and auxiliary services; and (5) the practical implications of bilingualism for guidance counselors and for the United States. The significance of the guidance counselor's role is discussed and an expansion of that role is suggested. Cultural conflict, ethnic identity, and racism are explored in a discussion of an educational needs survey of Latinos. The complete computer search, including annotations of 13 journal articles and abstracts of over 100 documents, is also provided. (NRB)

ED 215 246 CG 015 849
Benjamin, Libby Walz, Garry R.
Enhancing the Adult Experience: Counseling Approaches and Activities.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0005
Note—141p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adjustment (to Environment), *Adult Counseling, Adult Development, *Career Change, Coping, Counseling Techniques, Counselors, *Divorce, Helping Relationship, *Leisure Time, *Midlife Transitions, *Retirement

This document is one of three monographs resulting from a three-year study of adult counseling programs and practices in the United States. The first section of this monograph describes issues and potential problems associated with four frequently-experienced adult life transitions, i.e., divorce, midlife career change, preretirement planning, and leisure. For each area, three field-tested activities that counselors can adopt or adapt for use in their work settings are included. The second section provides an overview of adult development and adult counseling. Generalizations are presented regarding both the adult experience and appropriate adult counseling behaviors. For each concept, implications for the adult counseling profession are included. A brief summation of adult counseling is followed by extensive resource lists for the four selected life transitions and for the adult experience in general to offer more in-depth reading and practical counseling materials. (Author/NRB)

ED 215 247 CG 015 850
Walz, Garry R., Ed.
Career Development in Organizations.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0005
Note—133p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Administrator Evaluation, Business, *Career Change, Career Counseling, *Career Development, *Career Ladders, Evaluation Methods, Human Resources, Industry, Job Performance, Models, *Organizational Development, *Program Descriptions, *Staff Development
Identifiers—*Performance Appraisal

This monograph is designed to enrich the database for persons seeking to learn more about viable approaches for facilitating career development in organizations. Suggestions are given for assisting individuals to chart their careers in the company and helping organizations to develop and utilize human resources more effectively. Several topics are dealt with in depth, such as career development strategies, career change, and executive assessment. The Career Development Diamond is introduced with its four component parts: career catalyzing, career exploration, career management, and career pathing. In another chapter, the significance of data gathering in the self-exploration process is stressed. A new perspective on the use of assessment centers for organizational or individual development is also presented. (JAC)

ED 220 746 CG 016 151
Mamarchev, Helen L.
Career Management and Career Pathing in Organizations. Searchlight Plus: Relevant Resources in High Interest Areas, No. 55+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0005
Note—252p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Annotated Bibliographies, *Business, Career Choice, *Career Development, Career Ladders, Computer Oriented Programs, *Employees, *Industry, Labor Force Development, Literature Reviews, *Organizational Development, State of the Art Reviews, Systems Approach
Identifiers—*Career Paths

This review of the literature, derived from a comprehensive computer search of three databases (ERIC, ABI/INFORM, and Management Contents), discusses career development as an integral part of human development and its place in educational and community settings, with a particular emphasis on the current popularity of career development in business/industry organizations. Career management and pathing are examined in terms of definitions, a model for human resource development, career development systems components, programs and activities, implications for counselors, and future directions. The bibliography section of the review contains the actual computer search with abstracts for each database. (JAC)

ED 220 785 CG 016 192
Frenza, Mary
Counseling Women for Life Decisions. Searchlight Plus: Relevant Resources in High Interest Areas. 27+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0005
Note—150p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adult Counseling, *Adult Development, Annotated Bibliographies, Counselor Role, *Decision Making Skills, *Females, Literature Reviews, Locus of Control, Midlife Transitions, *Motivation, Role Conflict, *Sex Role, Social Change

This review of the literature related to counseling women, based on a computer search of the ERIC database, emphasizes the need for decision-making skills to cope with social change and the women's movement. The influence of locus of control on decision-making is reviewed along with theories about motivational factors for women and students. Role perception, role conflicts, multiple roles, life satisfaction, midlife career changes, and reentry problems are discussed, and programs designed to cope with these changes are described. Implications for counselors are also suggested. The document concludes with the actual annotated computer search used for the literature review. (JAC)

CS

ED 197 382 CS 206 091
Rodrigues, Raymond J. White, Robert H.
Mainstreaming the Non-English Speaking Student.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0026
Note—55p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 30364, $3.45 member, $3.95 non-member)
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Techniques, Elementary Secondary Education, *English (Second Language), *Learning Activities, *Non English Speaking, *Peer Teaching, *Second Language Learning, Teaching Methods, Tutoring
Identifiers—*Mainstreaming (Non English Speaking)

As part of a series of sharply focused booklets based on concrete educational needs, this booklet is designed to provide teachers with the best educational theory and research on mainstreaming non-English speaking children in regular classrooms and to present descriptions of classroom activities that are related to the described theory. Section one of the booklet develops a rationale, based on current theory and research, by which classroom teachers can prepare themselves to mainstream students with limited English speaking abilities. Section two of the booklet contains selected methods and materials for teaching English as a second language to some students in a regular classroom, particularly those that depend on peer tutoring. Appendixes contain 17 learning activities, an outline of self-directing sources for individualized instruction in English as a second language (ESL), an approach for developing methods and materials for starting ESL programs, a sample plan for an open language experience (shopping at the supermarket), and a discussion of procedures for testing ESL students (observations, oral interviews, cloze tests, and dictation). A selected bibliography is attached for teachers of ESL students. (RL)

ED 210 700 CS 206 677
Springer, Imogene, Ed.
Recommended English Language Arts Curriculum Guides, K-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0026
Note—29p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00 member, $1.40 non-member).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, *English Instruction, *Evaluation Criteria, *Language Arts

As an annotated list of recommended English language arts curriculum guides, this booklet is designed to facilitate sound curriculum planning and provide models for schools that are reviewing their programs and need a variety of sample frameworks, units, and lesson plans. The first section presents the guides, arranged by the year in which they were recommended (1979, 1980, and 1981). Each annotation provides the following information: the grade levels involved; a description of the content, aims, and objectives; and information on obtaining the guide. The second section of the booklet offers criteria for planning and evaluating English language arts curriculum guides. Designed to apply to many different content emphases within the field of English language arts, the criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HTH)

ED 211 982 CS 206 701

Johannessen, Larry R. And Others

Designing and Sequencing Prewriting Activities.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—82

Contract—400-78-0026

Note—51p.; TRIP: Theory & Research into Practice.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 10843, $3.50 member, $4.00 non-member).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, *Cognitive Processes, *Prewriting, Secondary Education, *Sequential Approach, *Writing Instruction, Writing Processes, *Writing Research

Intended for junior high and high school writing instructors, this booklet provides prewriting activities designed to help students master the thinking strategies essential to effective written communication. The first portion of the booklet discusses theory and research on the role of thinking strategies in writing and gives an overview of the strategies implicit in the activities of the next section. The second part of the booklet provides a sequence of 17 activities, each with purpose and procedures outlined, designed to develop a particular thinking skill. Skills include classifying, differentiating, observing details, and peer evaluation. (HTH)

ED 214 213 CS 503 780

Bock, Douglas G. Bock, E. Hope

Evaluating Classroom Speaking.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0026

Note—47p.; TRIP: Theory & Research into Practice.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($3.00).

Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, *Classroom Communication, Educational Theories, Evaluation Criteria, *Evaluation Methods, Higher Education, Rating Scales, Secondary Education, *Speech Communication, *Speech Evaluation, *Student Evaluation, Teaching Methods

Identifiers—*Theory Practice Relationship

As one of a series of sharply focused booklets based on concrete educational needs, this booklet provides teachers with educational theory and research on evaluating classroom speaking and presents suggestions for the application of the theory in regular classroom situations. The section on theory and research begins by describing a model of the evaluation process, then discusses various rating errors in the evaluation process. With the theoretical basis for rating and speech evaluation in mind, the section on practice examines several teaching issues that emerge when actually rating speeches in the classroom setting. These issues include when and how to evaluate speaking performances, the modes of evaluation, who should make the evaluations, and suggestions for constructing an evaluation instrument. The concluding section contains sample copies of 13 evaluation forms and descriptions of their intended uses. A list of references is provided. (RL)

ED 217 469 CS 207 002

Wagner, David L.

ERIC First Analysis: National Defense Commitments; 1982-83 National High School Debate Resolutions.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-78-0026

Note—71p.; Tables may not reproduce well due to small type.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($3.75).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Debate, *Disarmament, *International Organizations, *International Relations, *National Defense, Nuclear Warfare, Secondary Education, Speech Communication

Identifiers—*National High School Debate Resolutions

The purpose of this booklet is to provide a brief overview of some of the issues involved in the 1982-83 high school debate resolutions, which focus on the defense commitments of the United States. The first of the booklet's four chapters provides a review of information sources for use in researching the topic of defense commitments. The remaining three chapters discuss the debate topics: (1) that the United States should significantly alter its nuclear weapons policy, (2) that the United States should significantly reduce its commitment to NATO, and (3) that the United States should significantly curtail its arms sales to other countries. The booklet also provides a section of notes for each topic, as well as selected bibliographies on each topic. (FL)

ED 218 645 CS 207 067

Hodges, Richard E.

Improving Spelling and Vocabulary in the Secondary School. Theory & Research into Practice (TRIP).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-78-0026

Note—59p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 46627, $4.00 non-member, $3.50 member).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Etymology, *Language Research, *Learning Theories, *Orthographic Symbols, Secondary Education, Spelling, *Spelling Instruction, Teaching Guides, *Vocabulary Development

Identifiers—*Theory Practice Relationship

Drawing upon research into the nature of the English writing system and about the development of spelling ability, this booklet presents an approach to improving spelling and vocabulary at the secondary school level based on a knowledge of the fabric of the language itself. The first section of the booklet reviews theory and research concerning the structure of English orthography, how people learn to spell, and orthographic implications for instruction. The second section explores word forms and letter constraints and the relationships between and among words, and discusses how new words enter the language and the importance of using a dictionary while proofreading to ensure correct spelling and consequently correct meaning. The booklet concludes with a selected bibliography for teachers and students. (HTH)

ED 218 655 CS 207 078

Sudol, Ronald A., Ed.

Revising: New Essays for Teachers of Writing.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8141-4126-9

Pub Date—82

Contract—400-78-0026

Note—195p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 41269, $8.75 non-member, $7.50 member).

Pub Type— Books (010) — Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Cloze Procedure, Delphi Technique, *Educational Theories, Evaluation Methods, Higher Education, Inservice Teacher Education, *Revision (Written Composition), Secondary Education, *Writing (Composition), *Writing Evaluation, *Writing Instruction, *Writing Processes, Writing Research

Intended to help writing teachers better understand how to help students effectively revise their written work, this book contains essays that, as a group, focus on the problem of the definition of revision. The first half of the book discusses the background of revision, while the second half discusses contexts and techniques for application. The 16 essays cover the following topics: (1) revision as discovery and the reduction of entropy, (2) intentions and conventions of revising, (3) revision theory versus practice, (4) H. G. Wells' "The Outline of History," (5) composing without revision, (6) the pragmatics of self-assessment, (7) a holistic pedagogy for freshman composition, (8) teaching teachers to teach revision, (9) psycholinguistic perspectives on revision, (10) the cloze test as a diagnostic tool for revision, (11) parapraxes ('Freudian slips" on paper) and revision, (12) revision and improvement, (13) the Delphi technique, (14) revision and risk, (15) understanding conflict with students about the expression of opinion, and (16) empathy and revision. An annotated bibliography on revision concludes the book. (HTH)

ED 218 668 CS 207 113

Especially for Teachers: ERIC Documents on the Teaching of Writing, 1966-1981.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-78-0026

Note—175p.; Small print may be marginally legible.

Pub Type— Guides - Classroom - Teacher (05..) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Assisted Instruction, Creative Writing, Curriculum Guides, Elementary Secondary Education, Higher Education, Prewriting, Program Descriptions, Remedial Instruction, Teaching Guides, *Teaching Methods, *Writing (Composition), Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Processes, Writing Research

Identifiers—Reading Writing Relationship, Writing Apprehension

Designed to supplement the day-to-day planning, teaching, and evaluation activities of writing teachers at all educational levels, this compilation contains 711 citations of documents that appeared in "Resources in Education" from 1966 to 1981. Section headings include (1) the prewriting stage; (2) informative, persuasive, and literary modes of discourse; (3) audience awareness; (4) teacher and peer feedback; (5) publishing student writing; (6) writing in the world of work; (7) the writing process; (8) writing apprehension; (9) writing centers; (10) revision and proofreading; (11) developmental/-remedial writing; (12) gifted writers; (13) computers and writing; (14) writing in the content areas; (15) integrating reading and writing; (16) evaluating writing; (17) theory and research on writing; and (18) curriculum guides and course descriptions. A subject index using terms from the "Thesaurus of ERIC Descriptors" provides another avenue of approach to the literature. (HTH)

ED 219 789 CS 207 138

Devine, Thomas G.

Listening Skills Schoolwide: Activities and Programs.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-8141-2956-0
Pub Date—82
Contract—400-78-0026
Note—67p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 29560, $6.50 non-member, $5.25 member).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Class Activities, Educational Theories, Elementary Secondary Education, Inservice Teacher Education, *Language Arts, Learning Processes, *Listening Skills, Program Development, *Teaching Methods

Designed for workshop, teacher inservice, and classroom use, this monograph pulls together theory, research findings, and descriptions of successful classroom practices to improve instruction in listening skills. Chapter 1 discusses the importance of listening instruction, providing general background information on the nature of listening. The next three chapters provide suggestions for teaching (1) accurate listening (using personal involvement to improve attention to detail and summary); (2) purposeful listening (following directions, recognizing the organization of spoken discourse); and (3) critical listening (distinguishing fact from opinion). The final chapter outlines steps for developing a schoolwide program of listening instruction, including information on how teachers may test most effectively for listening success using both standardized and teacher-made instruments. Appendixes contain reproducible exercise pages for class sets and annotated references both for further reading and for additional teaching materials. (HTH)

EA

ED 209 722 EA 014 114
Board or Superintendent: Who Manages the Schools? Research Action Brief Number 19.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Education Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, Board of Education Policy, *Board of Education Role, Elementary Secondary Education, Political Power, *Power Structure, Social Influences, *Superintendents

Recent research on the historical and political influences affecting the relationship between local school boards and superintendents is summarized and discussed in this paper. Following a brief summary of the historical development of the superintendency in the nineteenth and twentieth centuries, the author contrasts the opposing viewpoints of Callahan and Tucker and Zeigler regarding the actual balance of power between boards and superintendents. Callahan believes the evolution of superintendencies has provided boards and superintendents with a system of checks and balances while still giving citizens a voice in the schools. Tucker and Zeigler see instead a lack of balance, rising superintendent dominance, and a loss of citizens' power. The paper next examines the status of superintendents today. It cites Zeigler and Jennings book, "Governing American Schools," which concludes that the superintendent is clearly dominant over the school board, and contrasts this view with the positions of Cuban and Boyd, who assert that a variety of political and social factors influence the relative power of superintendents. The author concludes that the local boards themselves are in the best position to decide what role they want to play. (Author/JEH)

ED 209 736 EA 014 193
Smith, Stuart C., Ed. And Others
School Leadership: Handbook for Survival.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-086552-078-X
Pub Date—81
Contract—400-78-0007
Note—353p.; For individual chapters, see EA 014 194-204 and ED 189 680.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($13.95; quantity discounts; make checks payable to ERIC/CEM Publications).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Communication (Thought Transfer), Conflict Resolution, Decision Making, *Educational Administration, Educational Environment, Elementary Secondary Education, *Leadership, Leadership Qualities, Leadership Styles, Management Teams, Meetings, Principals, Problem Solving, Racial Discrimination, *School Administration, Sex Discrimination, Superintendents
Identifiers—*Leadership Effectiveness, Participative Decision Making, School Based Management, Stress Management, Time Management

Based on the assumption that the survival of the nation's schools and their leaders depends on these leaders having real influence over the quality of schooling, this volume draws from the work of many authorities to look at leadership from three perspectives: the person, the structure, and the skills. Chapters focusing on the person who holds the leadership position look at characteristics of today's educational leaders, at what makes an effective leader, at the scarcity of female and black school leaders, and at leadership style. The part of the volume focusing on structure looks at the organizational supports that underlie school leadership. It examines school-based management, management support teams, participative decision-making systems, and determinants of school climate. Chapters on leadership skills highlight several abilities administrators must master to be effective leaders in education today. This part of the volume looks at such skills as communicating, leading meetings, managing time and stress, managing conflicts, and solving problems. Practical suggestions for using this information in schools are offered throughout. (Author/JM)

ED 209 737 EA 014 194
Mazzarella, Jo Ann
Portrait of a Leader.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—19p.; Chapter 1 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Administrator Characteristics, Administrator Education, Administrator Evaluation, Administrator Qualifications, Administrator Selection, Communication (Thought Transfer), Educational Administration, Elementary Secondary Education, Environmental Influences, Family Environment, Heredity, Human Relations, Leadership, *Leadership Qualities, Literature Reviews, Personality Traits, Principals, *School Administration

Chapter 1 of a volume on school leadership, this chapter looks at research findings concerning the characteristics of leaders. The author begins by looking at those characteristics resulting from accidents of birth or early environmental influences and concludes that leaders are usually more intelligent than nonleaders, not firstborn, used to making decisions from an early age, and from a higher socioeconomic group than followers. The next section focuses on leaders' traits and skills in the area of human relations. The research cited concludes that leaders are better than average at interacting with others, enjoy socializing, and are good talkers and listeners. The final section concerns character qualities of the effective school leader. This section suggests that successful principals and other educational administrators have some traits that distinguish them from those who are less successful. These characteristics are clear goals, enough security not to resist change, and ability to be "proactive"-to initiate or lead rather than passively react. Practical implications of these findings for the selection, evaluation, and training of educational leaders are included. The chapter is intended to be especially helpful to those who hire school administrators or plan their training programs. (Author/JM)

ED 209 738 EA 014 195
Coursen, David Mazzarella, Jo Ann
Two Special Cases: Women and Blacks.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—20p.; Revised version of ED 102 640. Chapter 2 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type—Information Analyses (070) — Opinion Papers (120) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Administrator Characteristics, *Administrator Selection, Educational Administration, Elementary Secondary Education, Leadership, Literature Reviews, Principals, *Racial Discrimination, School Administration, *Sex Discrimination, Superintendents

Chapter 2 of a volume on school leadership, this chapter examines the ethnic background and sex of educational leaders, concluding that, even after decades of civil rights and feminist activities, nearly all educational administrators are white males. The authors make a case for the value of diversity in educational leadership, then present their findings, concluding that there are today fewer women or minorities in educational administration than there were thirty years ago. The attitudes and practices that foster this situation are explored. Finally, the authors make specific suggestions for remedying the situation. The chapter is especially intended for those in charge of hiring administrators, those who work with women and blacks, and for women and blacks who are educational leaders or aspire to educational leadership. (Author/JM)

ED 209 739 EA 014 196
Mazzarella, Jo Ann
Leadership Styles.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—30p.; Chapter 3 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Administrator Education, Behavior Theories, Decision Making, Educational Administration, Elementary Secondary Education, Leadership, *Leadership Styles, Literature Reviews, Management Development, Principals, *School Administration, Superintendents

Chapter 3 of a volume on school leadership, this chapter reviews theories of leadership style. After defining leadership style simply as "how the leader leads," the author presents and explains significant ideas about the important components and environmental determinants of leadership style. The author looks at leadership style theories that stress decision-making, theories that stress ways of looking at subordinates, and those that stress the leader's emphasis on people or the job. After asking what the best style is and whether leaders can change their styles, the author examines many of the conflicting answers to these questions offered by researchers and writers. The final section presents specific ways in which important aspects of each leadership style theory can be translated into action in schools. The chapter is especially intended for leaders who want to examine and evaluate how they function, for those who want to explore how they might function as leaders, and for those who are interested in the theoretical reasons behind and implications of leaders' behaviors. (Author/JM)

ED 209 740 EA 014 197
Lindelow, John
School-Based Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—25p., Revised version of EA 013 140. Chapter 4 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Administrator Role, Board of Education Role, Centralization, Community Involvement, *Decentralization, Decision Making, Elementary Secondary Education, Governance, *Institutional Autonomy, Principals
Identifiers—Alachua County School District FL, Alberta (Edmonton), Cherry Creek School District CO, Fairfield Suisun Unified School District CA, Irvine Unified School District CA, Michigan (Lansing), Monroe County School District FL, Participative Decision Making, School Based Budgeting, *School Based Management

Chapter 4 of a volume on school leadership, this chapter is a revised version of the issue of "School Management Digest" entitled "School Based Management." It draws from the work of many authorities to define, explain, and make a case for school-based management, a system of educational administration in which the school is the primary unit of decision-making. The author begins by examining in detail the school-based management concept. He relates the rationale underlying decentralized management to the criticisms of centralization on which it is based. Examples of successful school-based management are described in Florida and California and in the school districts of Lansing (Michigan), Edmonton (Alberta), and Cherry Creek (Colorado). The key role of the principal as the true leader of the school is discussed, along with the complementary role of the central office in supporting and evaluating the schools. It is noted that the school board still sets goals and policies and makes final decisions. The school site's control over curriculum, personnel, and budget matters is examined, followed by a review of the increased roles of the staff and community in the decision-making process. The author concludes that the rewards of autonomy and feelings of ownership are well worth the extra time and efforts spent on school-based management. (Author/JM)

ED 209 741 EA 014 198
Lindelow, John
Team Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—19p.; Chapter 5 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Administrator Responsibility, Administrator Role, Boards of Education, Communication (Thought Transfer), Decision Making, Educational Administration, Elementary Secondary Education, *Management Teams, Policy Formation, Power Structure, Principals, School Administration, Superintendents
Identifiers—Attleboro Public School District MA, *Participative Decision Making, Rio Linda Elementary School District CA, Yakima Public School District WA

Chapter 5 of a volume on school leadership, this chapter reviews the literature to define and explain management teams and to describe several successful management team arrangements. The author begins by noting that team management has recently enjoyed a resurgence as a response to collective negotiations, but beyond this function can have value in its own right as a way of improving school administration. The author emphasizes that for a team arrangement to be successful, trust among all parties–administrators, superintendent, and board–is important and that the superintendent's commitment to power sharing is essential. Additionally, he maintains that the design of the team management system is crucial, especially its communication channels. He notes that the team agreement need not be in writing and describes different types of team arrangements for different sized districts. The author emphasizes that the primary purpose of the management team is to bring middle-echelon administrators into the district's decision-making processes. Using information from interviews and articles, three examples of successful teams are described, in Yakima, Washington, Rio Linda, California, and in Attleboro, Massachusetts. (Author/JM)

ED 209 742 EA 014 199
Lindelow, John And Others
Participative Decision-Making.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—18p.; Chapter 6 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Decision Making, Elementary Secondary Education, Power Structure, Principals, *School Administration, *Teacher Administrator Relationship, *Teacher Participation, Teachers
Identifiers—Connecticut (Mansfield), *Participative Decision Making, Teacher Involvement Project

Chapter 6 in a volume on school leadership, this chapter makes a case for the use of participative decision-making (PDM) at the school-site level, outlines guidelines for its implementation, and describes the experiences of some schools with PDM systems. It begins by citing research indicating the advantages of PDM, including better decisions, higher employee satisfaction, and better relationships between management and staff. The authors then discuss guidelines offered by a number of authorities to help administrators implementing PDM. They advocate that administrators vary their decision-making styles. In addition they make suggestions about who should be involved in which decisions and touch on the extent, areas, and forms of involvement. The advantages of going slowly when moving to a more participative form of decision-making and of providing necessary training are noted. The authors describe two successful experiences with PDM, the San Jose (California) Teacher Involvement Project and the Mansfield (Connecticut) public schools. They conclude that when utilized correctly, PDM can be one of the most effective techniques a leader can use to motivate others to strive willingly for group goals. (Author/JM)

ED 209 743 EA 014 200
Lindelow, John Mazzarella, Jo Ann
School Climate.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—19p.; Chapter 7 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Administrator Role, *Educational Environment, Elementary Secondary Education, *Improvement Programs, Measurement Techniques, Norms, Principals
Identifiers—Organizational Climate Description Questionnaire

Chapter 7 of a volume on school leadership, this chapter defines, describes, and suggests ways to improve climate at the school building level. After citing a number of definitions of school climate, the authors conclude that school climate is the feel an individual gets from experiences within a school system, or the global summation of the individual's perceptions of how personnel and students behave and interact. Beginning with the "Organizational Climate Description Questionnaire," the authors discuss several climate assessment instruments to be used as a first step in a climate improvement program. Research linking school climate to student achievement, behavior, and attitudes is cited, leading to the conclusion that improving school climate is worthwhile. How to improve school climate is the focus of the next section, with an emphasis on the role of the principal and on the necessity of changing the norms in the school through techniques such as organizational development. Many practical suggestions are cited, together with the deduction that almost any approach to improve school climate undertaken with energy and optimism can be successful in improving morale, communication, and relationships with staff, students, and community. (Author/JM)

ED 209 744 EA 014 201
Coursen, David
Communicating.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Note—20p.; Revised version of EA 012 503. Chapter 8 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from—Not available separately; see EA 014 193.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Administrator Role, *Administrators, *Communication (Thought Transfer), *Communication Skills, Group Dynamics, *Organizational Communication, Principals, *Public Relations, School Community Relationship

Chapter 8 in a volume on school leadership, this chapter is a revised version of "Communications in the Open Organization." It offers suggestions from a number of authorities for administrators who want to learn how to communicate more effectively with a variety of groups within and outside the school. It begins by explaining the human communications process within the school and how it can be facilitated and improved. Such techniques as paraphrasing, behavior description, perception checking, and feedback are explained and illustrated, and exercises for improving communication are suggested. How and why a principal should communicate effectively are emphasized. The second half of the chapter deals with communications between the school and the outside world. An effective public relations program, the author emphasizes, does not just happen but is carefully planned. It is recommended that school administrators assess public opinions about the school, specify the objectives they want their public relations program to meet, and then carefully plan what and how to communicate to the public. More specific public relations suggestions to use with particular groups–parents, citizen groups, the media, and "key communicators"–are also given. (Author/JM)

ED 209 745 EA 014 202

Huffstutter, Sandra

Managing Time and Stress.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0007

Note—27p.; Chapter 10 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.

Available from—Not available separately; see EA 014 193.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Administrator Responsibility, Administrator Role, Elementary Secondary Education, Objectives, Planning, Scheduling, School Administration, Self Help Programs, •Stress Variables, •Time

Identifiers—•Stress Management, •Time Management

Chapter 10 in a volume on school leadership, this chapter lists practical suggestions from many diverse sources for managing time and reducing stress. The author begins by noting attitudes and concepts that block or facilitate time or stress management. A number of time management strategies are suggested, including goal-setting, using a daily time log, and reducing time-wasters. External time-wasters discussed include visitors, telephone calls, meetings, paperwork, and coworkers' needs. Internal time-wasters are inability to say "no," inability to schedule and prioritize, inability to delegate, and tendency to procrastinate. Suggestions are made for dealing with both these kinds of time-wasters. The section on stress management begins by noting the overlap between time management and stress management problems and strategies. Stress is defined and the Social Readjustment Scale which ranks the stress of life events is reproduced. The author suggests keeping a daily stress log to increase awareness of specific problem areas. She then recommends ways to handle two kinds of stressors–those that can be controlled and those that cannot. The author concludes that managing time and stress develops the dedication, determination, and serious purpose necessary for lasting leadership. (Author/JM)

ED 209 746 EA 014 203

Lindelow, John

Managing Conflict.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0007

Note—18p.; Chapter 11 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.

Available from—Not available separately; see EA 014 193.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Administrator Responsibility, Administrator Role, Communication (Thought Transfer), •Conflict, •Conflict Resolution, Elementary Secondary Education, Problem Solving, School Administration

Chapter 11 in a volume on school leadership, this chapter draws from the work of many authorities to define and classify conflict and present techniques for its management in schools. Emphasizing that conflict can have positive or creative as well as negative or destructive results, the author notes that all conflict need not be resolved. He offers several typologies of conflict based on such things as the kinds of issues involved and the severity of conflict. Three primary sources of conflict are identified: communications problems, organizational structure, and human factors. Stages of conflict are identified, ranging from anticipation to discussion to open conflict. With a warning that there is no one best method for managing conflict, the author explains several ways of dealing with it. Merely avoiding conflict is mentioned as sometimes valuable but often only a temporary answer. The author cites writers who recommend the creation of superordinate goals or the institution of mutual problem-solving. The use of compromise or arbitration is touched on as is the use of authority to settle disputes. The author lists several ways to manage conflict by altering organizational structure. The chapter ends with a caution: more important than knowledge of conflict management is actual experience in dealing with conflict. (Author/JM)

ED 209 747 EA 014 204

Hale, Norman Lindelow, John

Solving Problems.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0007

Note—24p.; Revised version of ED 151 894. Chapter 12 of "School Leadership" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.

Available from—Not available separately; see EA 014 193.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—•Decision Making, Elementary Secondary Education, •Force Field Analysis, Participation, •Problem Solving, Program Development

Identifiers—Brainstorming, Consensus, •Delphi Technique, Ellenstown School District WA, •Nominal Group Technique, Paramus Public Schools NJ, Skyline Wide Educational Plan

Chapter 12 in a volume on school leadership, this chapter cites the work of several authorities concerning problem-solving or decision-making techniques based on the belief that group problem-solving effort is preferable to individual effort. The first technique, force-field analysis, is described as a means of dissecting complex problems into their major parts or forces. According to the authors, once a problem is broken down into its components, an administrator can more easily plot a course toward its solution. The second problem-solving technique, the nominal group technique, is characterized as a means of generating alternative solutions to problems by asking group members to first formulate solutions independently, then share and discuss them. Applications of the technique and its advantages over conventional brainstorming techniques are described. The third problem-solving technique presented here, the Delphi technique, is described as a way to develop consensus on complex issues. According to the authors, several experts are asked to respond to a series of questionnaires that usually funnel the group toward consensus on the issue being discussed. Variations of the technique and several applications in schools are described. (Author/JM)

ED 210 765 EA 013 982

The Middle School. Research Action Brief Number 18.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 81

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)

Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Cognitive Development, Competence, •Developmental Stages, Educational Philosophy, Junior High Schools, Literature Reviews, •Middle Schools, •Teacher Characteristics

Identifiers—•Early Adolescents

Describing the middle school as extending from the fifth or sixth through the eighth grades, this review describes current middle school philosophies and characteristics and cites middle school research and implications. Ideally, the report maintains, the middle school is designed to serve the needs of early adolescents through such techniques as interdisciplinary courses, exploratory classes, individualized instruction, team teaching, and flexible scheduling and student grouping. Research comparing the middle school and junior high is cited, concluding that at this time, no clear results are available. The report also reviews research on teacher competencies needed for middle school teaching, among them the abilities to structure teaching, use concrete materials and focus learning strategies, incorporate indirectness in teaching, and ask varied questions. Evidence of cognitive growth patterns of adolescents is explored, concluding that from age twelve to fourteen, adolescents experience a period of very slow intellectual growth. The research suggests that middle school teacher training needs to stress competencies identified as useful in working with adolescents and that curriculum should consider the seventh and eighth grade intellectual lull. It is noted that the inconclusive research on middle schools may merely indicate that the middle school philosophy has not yet been fully applied. (Author/JM)

ED 210 766 EA 014 144

School Size. The Best of ERIC on Educational Management, Number 61.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Consolidated Schools, Educational Quality, Educational Research, Elementary Secondary Education, Expenditures, Literature Reviews, Maintenance, •School Size, •Small Schools, Student Participation

Identifiers—Economies of Scale

The 11 items in this annotated bibliography are entries in the ERIC system concerning the effects of school size. Research studies cited center on existing and recommended sizes for schools; relationships between the size of schools and districts and the costs of education; economies of scale; and the effects of school size on achievement, student participation, student alienation, maintenance costs, and overall educational quality. More theoretical analyses look at the importance of administrative structure and at myths purportedly surrounding rural school and district consolidation. (JM)

ED 210 767 EA 014 166

School Effectiveness. The Best of ERIC on Educational Management, Number 62.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0007

Note—6p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (Free).

Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Role, Annotated Bibliographies, Class Size, Educational Environment, Elementary Secondary Education, Family Environment, Family Influence, Leadership, •Organizational Effectiveness, Outcomes of Education, Principals, Program Effectiveness, Research Methodology, •School Role, Teacher Characteristics

Identifiers—Coleman Report, Public and Private Schools (Coleman et al), •School Effectiveness

The 11 items in this annotated bibliography are entries in the ERIC system concerning studies of school effectiveness and the debate surrounding how much influence schools have over student learning. Several articles included reexamine the 1966 Coleman report, and one compares a more recent Coleman report with the earlier report. A number of studies cited explore what makes exemplary schools outstanding. Influences on school effectiveness identified by these studies include school climate or norms, strong school leadership, high expectations for students, smaller classes, more experienced teachers, student motivation, quality of the home environment, academic emphasis, and teacher skills. Some articles also explore the validity of research techniques used to determine school effectiveness. (JM)

ED 212 036 EA 014 250

Teacher Absenteeism. The Best of ERIC on Educational Management, Number 63.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 82

Note—6p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, Job Satisfaction, Problem Solving, Research Utilization, Teacher Administrator Relationship, *Teacher Attendance, *Teacher Behavior, Teacher Responsibility

Teacher absenteeism is the topic of the 12 ERIC abstracts contained in this leaflet. Research on the topic discusses the causes of the problem, including, among others, job dissatisfaction, the organizational structure of the school, school size, weather conditions, and relaxed teacher responsibility. Strategies for improving teacher attendance are also discussed in the materials abstracted. These include setting up a system that rewards good attendance, requiring teachers to speak to the principal when they call in sick, and special counseling for teachers with high absence rates. (MLF)

ED 213 068 EA 014 222

Schools–and Their Principals–Do Make a Difference. Research Action Brief No. 20.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Note—7p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Administrator Responsibility, *Administrator Role, *Educational Environment, Educational Quality, Elementary Secondary Education, Norms, *Organizational Effectiveness, Outcomes of Education, *Principals, *School Role, Success

Identifiers—*School Effectiveness

After first glancing at previous research suggesting that schools (and principals) had little effect on students, this research review focuses on six research studies that suggest the opposite: schools (and their principals) can make an important difference in student achievement. The review highlights Michael Rutter's three-year study of British ten-year olds, which concluded that the "ethos" or norms of a school exert more influence on students than any other factor. Also discussed is Wilbur Brookover's study of Michigan elementary schools that reached a similar conclusion: a successful school has a climate that furthers success. These findings are seen to support those of Gilbert Austin, who found in addition that unusually successful schools all had a principal or other leader who was exceptional. Ronald Edmonds, who reviewed studies of effective schools, is also cited as finding that strong administrative leadership is the most important factor in school effectiveness. Finally, two other studies are briefly mentioned that emphasize the importance of leadership to school effectiveness. The review concludes that schools do positively affect the achievement of students by creating norms that support achievement and that the person who has the most influence on these is the principal. (Author/JM)

ED 213 069 EA 014 245

The Effective Principal. The Best of ERIC on Educational Management, Number 64.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Note—6p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Characteristics, *Administrator Role, Annotated Bibliographies, Elementary Secondary Education, Institutional Characteristics, Leadership Styles, Literature Reviews, *Principals, *Program Effectiveness, *Success, Urban Schools

Identifiers—*Administrator Effectiveness

Eleven annotations of studies or summaries of studies that are entered in the ERIC system are presented in this leaflet. All the annotations concern principals' behavior characteristics and institutional programs that are related to school success as measured by student achievement. The studies reviewed agree that exemplary principals share a number of characteristics such as being effective problem solvers, taking an active role in school administration, and possessing a human relations orientation. Information for ordering copies of the items reviewed is supplied in the leaflet. (MLF)

ED 213 070 EA 014 259

School Size: A Reassessment of the Small School. Research Action Brief Number 21.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Comprehensive Programs, Consolidated Schools, Cost Effectiveness, Educational Quality, Educational Research, Efficiency, Elementary Secondary Education, Expenditure Per Student, Input Output Analysis, Public Opinion, *School Size, School Support, *Small Schools

The movement toward school consolidation was triggered by James Bryant Conant's contention that larger schools are more efficient and offer more comprehensive programs. Many studies seem to support the claim that larger schools are cheaper to operate. Yet problems with these studies include wide variation in the minimum, optimum, and maximum sizes favored by writers and difficulties in comparing cost figures. Furthermore, there is great disagreement in the research about whether larger schools in fact offer higher quality education. Some studies suggest that schools can be both too small and too large to be effective, with 1,600 to 1,700 suggested as the optimum size for high schools. The most reliable studies show that size makes no difference in academic achievement. Regardless of research findings, parents favor smaller schools. Research suggests that this predilection may result from the presence of innovative and involved teachers, supportive atmosphere, and closer connections between principal and staff in small schools. Perhaps educators should look for ways to overcome shortcomings of small schools and accentuate their advantages. (Author/JM)

ED 213 072 EA 014 332

Academic Learning Time. The Best of ERIC on Educational Management, Number 65.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Educational Research, Elementary Secondary Education, Mastery Learning, *Time Factors (Learning), *Time on Task

The twelve papers, articles, and reports presented in this annotated bibliography review theories and evidence on the relationship between learning time and academic achievement in elementary and secondary schools. The papers concentrate on three types of learning time: "time on task," which is the amount of time students are actually engaged in learning; "allocated time," the time a teacher schedules for a learning activity; and "academic learning time," the time a student spends successfully learning. Several papers relate time on task to contextual, instructional, and pupil variables and to the match between a particular student and the difficulty of a task. Other papers suggest a model of the relationship of time to learning and note the significance of time in the mastery learning and direct instruction techniques of teaching. A workshop on how to increase academic learning time in the classroom is described in one article, while the final paper examines the relationship of another kind of time, teachers' lesson preparation time, to academic achievement and students' prior achievement levels. (RW)

ED 215 393 EA 014 434

Principal Selection. The Best of ERIC on Educational Management. Number 66.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 82

Contract—400-78-0007

Note—6p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Qualifications, *Administrator Selection, Elementary Secondary Education, Employment Interviews, Job Applicants, Networks, *Principals, Simulation

Identifiers—Assessment Centers

Annotations of 12 articles and a research report discuss procedures for selecting principals and other school administrators and examine the hiring process from the viewpoints of both the candidates and those doing the hiring. Three articles describe model selection processes and note the problems involved in job interviews, letters of recommendation, and impulsive hiring decisions. Two articles and a special journal issue report on assessment centers, including that of the National Association of Secondary School Principals, and look at the simulation techniques used in the centers. Principal selection from the candidate's viewpoint is presented in three further articles, one narrating a day of interviewing for a fictitious applicant and the others raising questions about "hidden agendas" and "old boy networks" in the hiring process. One article describes how a British Columbia (Canada) school system develops administrators from within the district, and an article and the research report review the factors and characteristics of candidates emphasized by administrators in selecting principals. (RW)

ED 215 441 EA 014 588

Cooper, Bruce S.

Collective Bargaining, Strikes, and Financial Costs in Public Education: A Comparative Review. State-of-the-Knowledge Series.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-86552-079-8

Pub Date—82

Contract—400-78-0007

Note—136p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eu-

gene, OR 97403 ($7.85).
Pub Type— Books (010) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrator Attitudes, *Collective Bargaining, Costs, Elementary Secondary Education, Labor Legislation, Organization Size (Groups), Predictor Variables, Prevention, State Legislation, Tables (Data), Teacher Attitudes, Teacher Salaries, *Teacher Strikes, *Unions
Identifiers—School District Size

Drawing on data about unionism in education as well as in other public and private sectors, this literature review focuses on three areas: the causes of collective bargaining in public education, the reasons for strikes by school employees, and the impact of unions on educational expenses and salaries. The author first discusses the factors leading to educational unionism, including changes in teachers' and administrators' attitudes and desires, increases in the number of educators, concentration in larger work units, decisions by teacher and administrator organizations to bargain collectively, and legal support from state laws. Economic, political, and moral arguments for and against educator strikes are considered in the second section, which examines the rational and irrational reasons for strikes and recommends strike prevention rather than strike prohibition. In the last section the author surveys research on collective bargaining's effect on educational costs. He finds that researchers agree that unionism increases teacher salaries but disagree about its effects on salary structures, program cuts, taxes, and educational quality. The author recommends further research on unionism's causes and consequences, especially on the effects of the current educational retrenchment on unions. (Author/RW)

ED 219 836 EA 014 476
The Best of the Best of ERIC. Volume 3.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—128p.; For related documents, see ED 136 325 and ED 163 620.
Available from—Publications, ERIC Clearinghouse on Educational Management, School of Education, University of Oregon, Eugene, OR 97403 ($7.75; quantity discounts; orders must be prepaid).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrator Role, Annotated Bibliographies, Attendance, Declining Enrollment, Discipline, *Educational Administration, Educational Vouchers, Elementary Secondary Education, Energy Conservation, Extracurricular Activities, Mainstreaming, Merit Pay, Minimum Competencies, School Based Management, School Closing, School Law, Staff Development, Stress Variables, Student Promotion, Teacher Dismissal, Teacher Motivation, Teacher Supervision

Intended as a reference volume for elementary and secondary school administrators, this annotated bibliography is divided into 20 chapters on topics of current interest in the educational field. A total of 307 annotations of documents and journal articles that have been indexed in the ERIC system are included. The materials selected for inclusion cover major issues and proposed solutions to problems concerning such topics as mainstreaming, school law, discipline, stress, teacher dismissal, vouchers, merit pay, and teacher supervision. (WD)

ED 219 859 EA 014 910
The Computer: Extension of the Human Mind. Proceedings, Annual Summer Conference, College of Education, University of Oregon (3rd, Eugene, Oregon, July 21-23, 1982).
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Pub Date—Jul 82
Note—241p.; For individual papers, see EA 014 911-932.
Available from—Editor, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($10.00; prepaid or purchase order).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, *Computer Science Education, *Educational Change, Educational Objectives, Elementary Secondary Education, Futures (of Society), Mathematics Instruction, *Microcomputers, Nonschool Educational Programs, Nontraditional Education, Postsecondary Education, Programing, Science Instruction, Teaching Methods
Identifiers—Hidden Curriculum, Learner Control

Twenty-two speakers attending the University of Oregon College of Education's Third Annual Summer Conference, entitled "The Computer: Extension of the Human Mind," in July, 1982, submitted their papers for publication in this volume of conference proceedings. Papers of a wide-ranging speculative or theoretical nature were presented in general interest sessions. Authors of these papers and their topics were Moursund on computer literacy, Bork on educational change related to computers, Zamora on off-campus computer education, Billings on learner control, Kling on the relationships between educational or social philosophy and approaches to computer instruction, Olds on the hidden curriculum of computer-assisted instruction, and Kinne on the development of the microcomputer and its market. Special interest sessions were addressed by speakers discussing specific applications of computers in the following areas: special education, educational program evaluation, elementary and secondary mathematics and science instruction, literature searches, computer programming instruction, career information systems, and home computer-based learning systems. Other special interest sessions dealt with professional associations for computer educators, resource materials regarding development of small college computer science programs, and applications of computer-assisted instruction. (PGD)

EC

ED 209 851 EC 140 365
Smarte, Lynn
Discovering Special Education Resources: A Workshop on ERIC and ECER.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Sep 81
Contract—400-76-0119
Note—30p.; ERIC Exceptional Child Education Report series.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Databases, *Disabilities, Elementary Secondary Education, *Information Retrieval, *Research Tools, Resource Materials, Search Strategies, *Special Education
Identifiers—*ERIC, *Exceptional Child Education Resources

The workshop is intended for individual or group use to understand the Educational Resources Information Center (ERIC) and the Exceptional Child Education Resources (ECER) databases as a way of finding information on special education topics. Information products available from ERIC and The Council for Exceptional Children (which maintains the ECER database) are described. Manual searching and computer searching approaches are discussed, with examples of citations and searching formats appended. (CL)

ED 209 889 EC 140 606
Nazzaro, Jean N., Ed.
Computer Connections for Gifted Children and Youth.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-86586-119-6
Pub Date—81
Grant—400-76-0119
Note—87p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 ($16.65).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computers, Elementary Secondary Education, *Gifted, *Microcomputers, Program Descriptions, Programing, *Talent

Written by computer specialists, teachers, parents, and students, the 23 articles emphasize the role computers play in the development of thinking, problem solving, and creativity in gifted and talented students. Articles have the following titles and authors: "Computers and Computer Cultures" (S. Papert); "Classroom Computers-Beyond the 3 R's" (F. Bell); "Reflections of a Computer Language Nut" (S. Bloch); "It Started with Games" (C. Karnes); "Two Programs from a Young Eighth Grader" (S. Bahcall, H. Nelson); "Teaching Parents About Using Microcomputers" (T. Dwyer, M. Critchfield); "Children and Home Computers-Some Observations on the First Generation" (B. Banet); "An Apple a Day Keeps a Kid Occupied" (R. Buszta); "Microcomputers for Gifted Microtots" (A. Doorly); "Kids and Computers-The Future Is Today" (S. Larsen); "Micros 'GOTO' School" (D. Piele); "The Hampton City Schools Computer Program" (N. Harkavy); "The Paducah Tilghman High School for Gifted Students" (S. Davis, P. Frothingham); "Computers...Are All Dinosaurs Dead?" (D. Glover); "The Talcott Mountain Science Center" (D. Barstow); "Computeronics-A Course in Computer Literacy" (P. Bird); "Bringing Microcomputers into Schools" (G. Ropes, H. Gaylord); "Statewide Educational Computer Systems-The Many Considerations" (K. Hausmann); "Van Helps Schools Select the Right Computer" (B. Staples); "Some Thoughts on Computers and Greatness in Teaching" (T. Dwyer); "The Hacker Papers;" and "Educational Software" (D. Lubar). Lists of printed materials, vendors and manufacturers, and resources on using microcomputers in schools and classrooms conclude the document. (SB)

ED 214 319 EC 141 526
Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1980.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—80
Note—34p.
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Classroom Techniques, *Disabilities, Elementary Secondary Education, Grading, Humanistic Education, Individualized Education Programs, Learning Disabilities, Leisure Time, Mainstreaming, Mental Retardation, Peer Acceptance, Peer Teaching, Postsecondary Education, Severe Disabilities, Sex Education, Visual Impairments, Vocational Education, Volunteers
Identifiers—Surrogate Parents

The document is a compilation of 15 fact sheets developed during 1980 by the ERIC Clearinghouse on Handicapped and Gifted Children. Fact sheets are single sheets which provide basic information in a question-answer format and include additional resources and references. The fact sheets have the following titles: "Sex Education for Retarded Students"; "On Being a Surrogate Parent"; "Preparing Severely Handicapped Individuals for the World of Work"; "Who Needs a Surrogate Parent?" "Relationship of the IEP to Grading and Graduation Requirements"; "The Community's Role in Continuing Education for Disabled Adults"; "Volunteers in Special Education"; "Affective Education for Exceptional Students"; "Fostering Peer Acceptance of Handicapped Students"; "Learning Disabilities"; "Managing Inappropriate Behavior in the Classroom"; "Leisure Education"; "Peer and Cross Age Teaching in Mainstream Classes"; "Postsecondary Options for Learning Disabled Students"; and "Visually Impaired Students in the Mainstream." (DB)

ED 214 320 EC 141 527

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Note—34p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, Careers, Child Advocacy, *Civil Rights, *Disabilities, Drug Therapy, Due Process, Elementary Secondary Education, *Gifted, Individualized Education Programs, *Intervention, Parent Role, *Parents, Visual Learning

Fifteen fact sheets two page overviews of issues in special education developed by the ERIC Clearinghouse on Handicapped and Gifted Children in 1981 are presented. The fact sheets address topics in a question and answer format and provide references as well as resources on each subject. The following titles are included, "The Administrator's Role in the Education of Gifted and Talented Children"; "The Cost Effectiveness of Special Education"; "Advocacy and Self Advocacy for Disabled Persons"; "Learning Related Visual Problems"; "Serving the LD Student in a Vocational Education Classroom"; "Careers in Special Education"; "The Argument for Early Intervention"; "The Arts and the Handicapped Child"; "Rights of the Handicapped"; "Educational Rights of American Indian and Alaska Native Handicapped Children"; "Procedural Safeguards"; "Individualized Education Program"; "Children on Medication"; "Parents' Rights and Responsibilities"; and "Parents of Handicapped Children." (CL)

ED 216 495 EC 142 449

Thomas, M. Angele, Ed. And Others

Alternative Programs for Disruptive Youth.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86586-124-2
Pub Date—82
Contract—400-76-0119
Note—147p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($14.95, Publication No. 239).
Pub Type— Books (010) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Elementary Secondary Education, *Emotional Disturbances, Nontraditional Education, *Program Evaluation

The book addresses issues in meeting the educational needs of disruptive students. In the introduction, R. Sarri examines the rise of alternative schools and discusses common elements in their design and operation. D. Sabatino follows with "Issues and Concerns: Problems with Alternative Schools," in which he examines the particular difficulties involved in evaluating alternative programs. Four alternative programs are described in depth: Learning Center II, a program administered jointly by the local education agency and the Washington State Juvenile Rehabilitation Division; Bellefaire School (Cleveland, Ohio), an integrated program of group living, education, and psychotherapy; Longfellow Education Center (Minneapolis, Minnesota), designed for multiply handicapped students with severe emotional disturbances; and Special People Realizing Individual New Goals (Atlanta, Georgia), an approach to teaching survival skills to senior high disturbed students. Brief overview descriptions of 12 additional alternative programs are presented: SAIL Project (Student Advocates Inspire Learning) in Minnetonka, MN; the Starr Commonwealth Schools Alternative Education Program (Van Wert, OH); Delta County Education Center (Gladstone, MI); Chana High School (Auburn, CA); Walbridge Academy (Grand Rapids, MI); Horizons High School (Wyoming, MI); Kansas City Youth Diversion Project (Kansas City, MO); LIFE Center (Albuquerque, NM); Alternative Program (State College, PA); William Smith High School (Aurora, CO); Partners School (Denver, CO); and Project CITE (Crisis Intervention Techniques for Education) in Terrell, TX. (CL)

ED 216 498 EC 142 452

Stokes, Shari, Ed.

School Based Staff Support Teams: A Blueprint for Action.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 82
Contract—400-81-0031
Note—56p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Interdisciplinary Approach, Problem Solving, *Program Administration, Program Development, Schools, *Staff Development, *Teamwork
Identifiers—Staff Support Teams

The manual considers practical issues involved in building and maintaining the effectiveness of school based support teams, interdisciplinary problem solving groups designed to respond to staff needs through crisis intervention, short or long term consultation, and continuous support. Separate sections address the following topics (sample subtopics in parentheses): rationale; establishment (models, levels of implementation, team planning and preparation); evolution (five stages of team development); requirements for successful operation (mutuality and interdependence, documentation, administrative support); and assurance of the team's continuation (maintenance, leader tasks, and guidelines). More than half of the document is composed of five appendixes including five models of various teams, papers on critical variables in staff support teams, initiation in local school buildings of instructional support teams, parents on school based staff support teams, and inservice training. (CL)

FL

ED 209 961 FL 012 689

Gaudiani, Claire

Teaching Writing in the Foreign Language Curriculum. Language in Education: Theory and Practice, 43.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87281-165-4
Pub Date—Nov 81
Contract—400-77-0049
Note—144p.
Available from—Center for Applied Linguistics, 3520 Prospect St., N.W., Washington DC 20007 ($8.95 paper, $15.95 cloth).
Language—English; French; German; Spanish
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Course Content, French, German, Postsecondary Education, *Second Language Instruction, Spanish, Teaching Methods, *Writing (Composition), *Writing Instruction

A text-editing approach to composition in the foreign language classroom is set forth. In a 15-week composition course meeting three times each week, students prepare a weekly composition that they will revise after an in-class text-editing session involving several student papers. The third day is devoted to grammar work. Criteria for evaluating student compositions are set forth. Progress in writing skill is enhanced by careful attention to prose style, and students are encouraged to write pastiches. Finally, students are required to keep a journal. Testing and grading are discussed, and situations commonly encountered by teachers are dealt with. Appendices include suggestions for or samples of personal assessment statement, course introduction for a basic French composition course, grammar mid-term, student evaluation of course, prose style analysis checklist, grammar review sheet, sentence-embedding exercises, and tests. Samples of student work (composition outlines, prose style analyses, and pastiches) are presented, most with the actual text-editing corrections of the teacher. The paper concludes with suggested texts for pastiche exercises. (JB)

ED 216 533 FL 012 905

Niebuhr, Mary M., Ed.

Careers in Linguistics: New Horizons. Proceedings of a Conference Held in Conjunction with the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 1981).

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; Linguistic Society of America, Washington, D.C.
Pub Date—May 82
Note—64p.
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Applied Linguistics, *Careers, Computers, Educational Administration, Language Planning, Language Research, Lexicography, Public Policy, Publishing Industry, Social Problems, Speech Pathology, Translation

Proceedings are presented of a conference on non-academic careers for linguists, which was cosponsored by the Linguistic Society of America and the CUNY Ph.D. Program in Linguistics. The presentations are under two headings: (1) "What Linguists Can Do," and (2) "What Linguists Are Doing." The first section includes contributions by Frederick G. Mish, W. O. Baker, Frank J. Macchiarola, Tracy C. Gray, Lothar Simon and Alan Westaway. Their presentations deal with the contributions linguists may be able to make in the fields of lexicography, computers, education (non-teaching), language planning and government policy, publishing and translation. The second section includes contributions by Norma Rees, Stuart Flexner, Mark Liberman, Robbin Battison, William Labov and Marcia Farr. Their presentations focus on the fields of language disorders, lexicography, computers, business, language policy and social problems, and language research. The volume concludes with a transcript of the question and answer period. (AMH)

ED 217 698 FL 012 961

Guntermann, Gail Phillips, June K.

Functional-Notional Concepts: Adapting the Foreign Language Textbook. Language in Education: Theory and Practice, No. 44.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87281-301-0
Pub Date—May 82
Contract—400-77-0049
Note—76p.
Available from—Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($6.00).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Communicative Competence (Languages), Higher Education, Language Research, Language Skills, Learning Activities, Modern Language Curriculum, *Notional Functional Syllabi, Secondary Education, *Second Language Instruction, *Textbook Content

Textbooks currently available for foreign language instruction are generally oriented toward instruction in grammar for its own sake. Until materials are developed that are specifically geared to a systematic development of communicative competence, textbooks must be adapted. This handbook is directed toward that need. It emphasizes the following points: (1) the central features of communicative proficiency and the process of communicative interaction as these relate to the specification of learning outcomes for foreign language courses; (2) the feasibility of designing academic foreign language courses to parallel this process through the application of concepts of communicative and functional-notional syllabus design; (3) a systematic approach for adapting textbooks; and (4) illustration of the application to guide teachers in their own materials adaptation. The systematic approach to textbook-adaptation provides a step-by-step analysis of the process and includes tables linking points of grammar, meanings, and ordering for functional practice; tables on the common purposes of language use related to language skills; and a hierarchy of communicative activities. The process is illustrated by numerous examples of purposeful language activities that may be derived by attaching meanings and functions to points of grammar in basic text series. A list of references completes the volume. (AMH)

ED 217 699 FL 012 962
Ashworth, Mary Wakefield, Patricia
Teaching the Non-English-Speaking Child: Grades K-2. Language in Education: Theory and Practice, No. 45.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87281-302-9
Pub Date—May 82
Contract—400-77-0049
Note—59p.
Available from—Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($5.75).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bilingual Education, Cultural Awareness, *English (Second Language), Lesson Plans, *Listening Comprehension, Mainstreaming, Primary Education, *Reading Instruction, *Second Language Instruction, *Speech Communication, Teacher Role, Teaching Methods, *Writing Instruction

Many teachers not trained in English as a second language (ESL) often feel at a disadvantage when they are working with children whose first language is not English. This book addresses this disadvantage by giving practical information and teaching aids. The first area investigated is registration. Questions are suggested and the use to which answers can be put is outlined. A second issue is helping children adjust to a new culture. It is suggested that teachers talk to members of the ethnic group under consideration. Questions leading to examination of the similarities and differences between cultures are suggested. Next, oral fluency, reading, and writing acquisition are discussed and activities are proposed for the basic skills of listening, speaking, reading, and writing. Ways of fostering concept development are described and an outline of facts relating language learning to concept development, along with suggested applications is provided. Finally, a number of lesson plans are given as models and six steps are suggested for bridging the gap from ESL to the regular curriculum. An annotated list of resources completes the booklet. (AMH)

ED 217 700 FL 012 963
Vaut, Ellen D.
ESL/Coping Skills for Adult Learners. Language in Education: Theory and Practice, No. 46.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87281-303-7
Pub Date—May 82
Contract—400-77-0049
Note—53p.
Available from—Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($5.00).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, *Basic Skills, Classroom Techniques, *Communicative Competence (Languages), Community Resources, Cultural Education, *Daily Living Skills, *English (Second Language), Functional Literacy, Lesson Plans, *Refugees, *Second Language Instruction, Teaching Methods

This book deals with several aspects of teaching everyday survival skills to adult English as a second language (ESL) students. The basic orientation of the book is based on a determination of skills students need to cope in a community. This determination involves consideration of the skills the community requires, the skills the students lack, and the skills the person may reasonably learn in a given period of time. A list of basic skills for beginning students is provided. The other sections of the book give practical suggestions for: (1) placing and evaluating students, (2) developing teaching strategies for the pre-book class, (3) examining the literacy factor in coping skills, (4) considering cultural factors, and (5) using community resources to gather material. Concrete examples are provided throughout the book; the final section provides a sample lesson plan and a bibliography of resources. (Author/AMH)

ED 217 701 FL 012 964
McLaughlin, Barry
Children's Second Language Learning. Language in Education: Theory and Practice, No. 47.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87281-304-5
Pub Date—May 82
Contract—400-77-0049
Note—83p.
Available from—Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Bilingual Education, *Bilingual Education Programs, *Child Language, Early Childhood Education, *Language Acquisition, Literature Reviews, Program Effectiveness, *Second Language Learning, Teaching Methods
Identifiers—Canada, United States

This monograph discusses the state of the art in child second language acquisition research. It is of particular interest to teachers, administrators, and others concerned with educating children whose first language is not English. The first chapter deals with preschool second language acquisition. It examines processes of acquiring the sound system, the meaning system, the rules for language use, the developmental stages in acquisition, and the differences between first and second language learning in preschool children. Chapter 2 treats second language acquisition in the classroom. It examines the nature of the school experience and how the language of the school differs from language used outside the classroom. Bilingual education programs in Canada and in the United States are compared and various types of U.S. bilingual programs are discussed in order to specify the various instructional and interactional features that differentiate bilingual classrooms. The third chapter describes ways in which researchers have investigated second language acquisition. The major research areas are studies of the second language-learning process, the question of language assessment, and research on the effectiveness of bilingual education. Each chapter contains suggestions for further reading. (Author/AMH)

ED 217 702 FL 012 965
Birckbichler, Diane W.
Creative Activities for the Second Language Classroom. Language in Education: Theory and Practice, No. 48.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87281-305-3
Pub Date—May 82
Contract—400-77-0049
Note—95p.
Available from—Center for Applied Linguistics, P. O. Box 4866, Hampden Station, Baltimore, MD 21211 ($8.95).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Classroom Techniques, *Communicative Competence (Languages), Convergent Thinking, *Creative Development, Creativity, *Divergent Thinking, *Learning Activities, *Second Language Instruction, Teaching Methods

Factors that are closely related to creative behavior are also intimately connected with language learning and the ability to communicate in languages other than one's own. These factors are fluency; flexibility; elaboration; originality; sensitivity to problems; and the ability to synthesize and analyze, to reorganize an idea, to handle complexity, and to evaluate. Creative thinking, or "divergent production," is contrasted with convergent thinking, an orientation that concentrates on finding a definite or correct approach to problems. Divergent production is explored with regard to its educational implications, foreign language outcomes, communicative ability, classroom climate, and structuring teaching methods in such a way as to foster creative behaviors. This discussion includes an informal teacher checklist on classroom climate and an interpretation of the checklist. Over 50 activities are described. These activities are grouped according to the creative thinking categories of fluency, flexibility, elaboration, and originality. For each activity a description is provided as well as examples and interpretation of the activity. (AMH)

ED 217 703 FL 012 966
Haverson, Wayne W. Haynes, Judith L.
ESL/Literacy for Adult Learners. Language in Education: Theory and Practice, No. 49.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87281-306-1
Pub Date—May 82
Contract—400-77-0049
Note—70p.
Available from—Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($6.00).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, *English (Second Language), *Functional Literacy, Immigrants, Learning Activities, Lesson Plans, *Literacy Education, *Reading Instruction, Refugees, Teaching Methods, *Writing Instruction

This guide takes an eclectic approach to literacy training, that is, it allows the instructor to select those materials and methods that best fit the needs of individual learners. It includes a definition of the target population which will include adults who are nonliterate, preliterate, semiliterate, and those who are literate in a non-Roman alphabet. A section of the book describes the goals and content of literacy training, a summary of pre-reading skills and minimal competencies, a checklist for the teacher, and 10 pre-reading activities. The next section deals with teaching functional language skills and the basic vocabulary and structure which will have immediate application to the daily living situations in which immigrants find themselves. The third section of the guide presents a rationale for teaching writing and an initial lesson plan for introducing numbers. The final section on teaching reading discusses teaching the association of the oral and written form and provides lesson plans for teaching sight words, sound/symbol relationships, and the experience story technique. Three appendices on teaching the alphabet, number exercises, a list of Oregon Minimal Competencies, and an annotated bibliography complete the volume. (AMH)

ED 217 704 FL 012 967
Walz, Joel C.
Error Correction Techniques for the Foreign Language Classroom. Language in Education: Theory and Practice, No. 50.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-87281-307-X
Pub Date—May 82
Contract—400-77-0049
Note—58p.
Available from—Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($5.75).
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Techniques, English (Second Language), Error Patterns, French, German, Higher Education, Language Patterns, *Oral Language, Secondary Education, *Second Language Instruction, Spanish, Speech Communication, Teaching Methods, *Writing (Composition)
Identifiers—*Error Correction (Language)

A review of literature on error correction shows a lack of agreement on the benefits of error correction in second language learning and confusion on which errors to correct and the approach to take to correction of both oral and written language. This monograph deals with these problems and provides examples of techniques in English, French, German, and Spanish. The chapter on selection of errors to correct presents 15 areas research has suggested and proposes a system for choosing errors for correction based on the criteria of comprehensibility, frequency, pedagogical focus, and individual student concerns. With regard to techniques for correcting oral work, there is general agreement that the approach should be positive. Within this perspective, a number of techniques are suggested for oral correction under the headings of self-correction, peer-correction and teacher-correction. The same categories are used to discuss techniques for correcting compositions and other written work. Appendices include a checklist of frequent errors made by ESL students, a list of points to aid essay-writers, and two composition check-lists. A list of references completes the volume. (AMH)

HE

ED 211 031 HE 014 747
Barnett, Lynn Honan, James P.
Resources on Private Sector Grantsmanship. AAHE-ERIC/Higher Education Research Currents, December 1981.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 81
Note—6p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).
Journal Cit—AAHE Bulletin; Dec 81
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Guides, Clearinghouses, Educational Finance, Faculty Development, Financial Needs, Grants, *Grantsmanship, Higher Education, *Information Sources, Organizational Objectives, *Philanthropic Foundations, *Private Financial Support, Program Proposals, Proposal Writing, Research Opportunities, *School Business Relationship
Identifiers—Foundation Center

Information on possible sources of funds and skills that are needed for obtaining grants from private foundations and corporations is presented to aid college administrators and faculty members. Attention is directed to private sector grants to higher education, grantsmanship within the institutions, grantsmanship as faculty development, initiating the grants process, and grantsmanship resources. It is shown that private sector support is diverse and has been targeted to almost every conceivable aspect of higher education. However, the funding sources often are interested in innovation and new programs, while colleges and universities are increasingly concerned with obtaining funding that will avoid significant cuts in existing programs. It is suggested that the skillful combination of both the art and knowledge base aspects of grantsmanship will increase the likelihood that grant proposals will be successful. While the responsibility for such activities usually resides with an institutions' grants office and its relationship with both faculty and administrators, the college president may seek to build an incentive system to encourage staff participation in the grants process and to explain institutional priorities. Workshops for faculty and staff can help improve their grantsmanship as well as assist them in locating information about funding sources and opportunities. It is important to find funding sources that fit a proposal in terms of activity, geographic orientation, types of support, grant range, and target population. Resources representing both bibliographic and referral sources that may be useful in developing or improving grantsmanship skills are listed under the following categories: general references, higher education references, periodicals, practical guides, organizations, and computerized databases. A bibliography is also presented. (SW)

ED 211 032 HE 014 749
Richardson, Richard C., Jr. And Others
Functional Literacy in the College Setting. AAHE-ERIC/Higher Education Research Report No. 3, 1981.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0073
Note—52p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members; $5.50 nonmembers).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Students, Communication Skills, Cultural Context, Curriculum Evaluation, *Developmental Studies Programs, Educational Objectives, *Functional Literacy, Higher Education, *Language Processing, Language Research, *Language Skills, Mathematics, Program Evaluation, Reading Skills, *Remedial Programs, Teaching Methods, Writing Skills

The prevalence of underprepared students attending colleges, the need to define literacy requirements of courses, the implications of research on literacy in the design of remedial programs, and the need for systematic evaluation of such programs are considered. Literacy is broadly defined as a language competence that is used to achieve both individual and societal goals. Literacy has a functional dimension, involving the specific competencies required to perform in the occupational field for which an academic program prepared students, and a symbolic dimension, which is associated with having knowledge, cognitive competence, and values established in society. It is proposed that policies involving issues of literacy and its development are adequate only when all components of its definition are considered: (1) the nature of the language involved; (2) the way the language is processed; (3) the context in which the language is processed for use; and (4) the functions of this use in relation to specified goals. Despite the use of a variety of terms and the lack of clearly defined purposes, the emphasis of most efforts described in the literature seems to include preparing the students for regular college work. Some are comprehensive programs incorporating specific literacy skills like reading and writing and objectives like improved self-concept, while others focus on one specific skill such as the development of basic arithmetic skills. Attention is directed to teaching methods, institutions' support for organization of developmental programs, and common practices and problems in the evaluation of developmental programs. A bibliography is appended. (SW)

ED 211 033 HE 014 787
Brahney, James H.
Higher Education Management: The Name of the Game Is Change.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Note—8p.
Available from—American Association of University Administrators, 1000 Vermont Ave., N.W., Washington, DC 20005 ($1.00).
Journal Cit—Administrator's Update; v3 n1 Sum 1981
Pub Type— Collected Works - Serials (022) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Administrator Attitudes, *Change Strategies, Collective Bargaining, *College Administration, College Environment, College Planning, Decision Making, Declining Enrollment, Educational Change, Educational Objectives, Evaluation Criteria, Financial Problems, Governance, *Higher Education, *Leadership, *Needs Assessment, Outcomes of Education

Changes that higher education is experiencing and forecasting and approaches to improve higher education management are considered. In addition to declining enrollment, rising costs, and diminishing financial resources, colleges are faced with the task of managing these changes under the pressures of new constraints and new constituencies. Collective bargaining is affecting faculty participation on governance, and the influence of faculty is also being affected by its changing composition and distribution: the tenured professoriate is projected to continue to age. Additionally, students now serve on academic advisory bodies at most institutions, and most colleges have defined due process for students with regard to their rights. It is suggested that with trends toward centralization of authority and demands for increased accountability, governing boards have increased the scope of their activities and will become an increasingly important constraint on higher education's decision-making processes. Among the external constituencies are state government, accrediting agencies, local communities, benefactors, and business interests. Each has a vehicle for exerting influence on an institution. It is suggested that the inability to measure its effectiveness is important to higher education's adaptation to the changes it is experiencing, and that criteria for evaluation must be established. Decisions must be based on specificity of goals, comprehensiveness in developing plans to achieve those goals, and innovation in measuring outcomes. Executives need an aggressive and open-minded approach in searching for and testing new methods and need to recognize constraints that affect a decision. (SW)

ED 213 340 HE 014 805
Kuh, George D.
Indices of Quality in the Undergraduate Experience. AAHE-ERIC/Higher Education Research Report No. 4.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0073
Note—50p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members, $5.50 nonmembers).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Environment, College Role, *Educational Assessment, Educational Benefits, *Educational Quality, *Evaluation Criteria, Evaluation Methods, *Higher Education, Institutional Characteristics, *Outcomes of Education, Student Characteristics, Student Development, Student Teacher Relationship, *Undergraduate Study

Indices and manifestations of quality in undergraduate education are considered and a four-part framework is developed. Context indices represent institutional characteristics that remain relatively stable over time (e.g., expenditures per student and size of student body), while input indices reflect characteristics of entering students (e.g., ability and aspirations). Manifestations of quality are evidenced by involvement and outcome indices; the former characterize interactions between and among students and faculty, such as satisfaction and frequency of contact, and the latter reflect intended products or unintended effects associated with college attendance, such as persistence, academic achievement, and alumni attainments. Commonly used context indicators of quality include size (number of undergraduate students), clarity and consistency of institutional purpose, student living environments, salaries, and decision-making strategies. The following input indices have been used to indicate quality: student ability, biographical characteristics of students, and nonintellective characteristics. Commonly used involvement indices have been instructional activities and informal student teacher interaction. The most often used outcome indices as manifestations of quality have included persistence, student achievement, intellectual and social/emotional development of students, and alumni achievements. Both quantitative and qualitative methodological approaches to quality assessment and societal trends influencing the need for quality indicators are briefly reviewed. These trends include declining enrollments and financial constraints. A bibliography is appended. (SW)

ED 214 445 HE 014 897
Grabowski, Stanley M.
Marketing in Higher Education. AAHE-ERIC/Higher Education Research Report No. 5, 1981.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0073
Note—47p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00, members; $5.50, nonmembers).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Admission, College Applicants, College Bound Students, *College Choice, College Planning, College Role, Educational Objectives, Enrollment Projections, *Higher Education, *Marketing, *Needs Assessment, Outreach Programs, Program Evaluation, *School Holding Power, Self Evaluation (Groups), Student Needs, *Student Recruitment
Identifiers—Market Segmentation

Approaches to developing a successful marketing program for universities that is fair to both students and the academic integrity of the institution are considered. A comprehensive marketing plan includes market research, positioning, strategy formulation; recruitment/admission, communications, curriculum evaluation, retention, and evaluation. Good marketing begins with determining a market position; that is, differentiating what an institution offers in relation to other institutions. To arrive at a market position an institution must define its mission, philosophy, and goals. Differentiated marketing, or market segmentation, calls for identifying various markets or submarkets and targeting communication to each one. Although enrollment forecasts and projects are difficult, an institution must have a reasonably accurate estimate of how many students will enroll in order to accurately plan budgets, faculty, programs, and facilities. Marketing, as a communications process, goes beyond promotion and advertising. It involves assessing the needs and interests of potential students and promoting the programs. Parents have a significant influence on the choice of a college. Contacts, such as current students, alumni, college staff, high school counselors and teachers, are not equally effective in their recruitment efforts. Financial aid information and the way financial aid is packaged need to be assessed. In addition, student retention is a vital part of marketing, and an institution needs to research the reasons its students withdraw. A market audit or evaluation will help an institution review its policies, practices, and procedures in marketing. A bibliography is appended. (SW)

ED 214 446 HE 014 898
Masat, Francis E.
Computer Literacy in Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1981.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0073
Note—63p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00, members; $5.50, nonmembers).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basic Skills, College Administration, College Curriculum, College Faculty, *College Planning, *College Students, *Computer Assisted Instruction, *Computer Literacy, *Computer Science Education, Continuing Education, Federal Aid, General Education, Global Approach, Government School Relationship, Higher Education, Information Systems, *Microcomputers, Program Costs

Computer literacy in higher education and its relationship to computer science and other areas of the institution, such as general and continuing education, are considered, along with issues related to academic and administrative aspects of computer literacy. The impact of microcomputers is assessed, as is the extent to which computer science and literacy are increasing in other countries. It is suggested that given the continuing success of computer literacy at the elementary and secondary levels, computer literacy in higher education could, in time, acquire the status of a basic skill. Curricular concerns include the advantages and disadvantages of computer assisted instruction (CAI), the relationship of microcomputers to CAI, and who should be computer literate. According to the literature, computer literacy is intended for everyone, and the literacy level that is effective at one institution may be inappropriate at another, although common characteristics are indicated. Important administrative considerations are the issues of facilities planning, the acquisition of computer literate faculty and staff, and the cost of providing literacy to students, faculty, and administrators. In brief, the relationships among goals of students, faculty, and staff members and the relationship of these goals to resource support are determining factors in the planning, development, and implementation of computer literacy programs. Issues and problems of national scope that require national strategies for their resolution include: networks, national databases, federal support of computer education, national cooperation and coordination, and international competition. The state-of-the-art in computer literacy practices and research is reviewed, and a bibliography is appended. (SW)

ED 214 450 HE 014 902
Walters, Donald L.
Financial Analysis for Academic Units. AAHE-ERIC/Higher Education Research Report No. 7, 1981.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0073
Note—45p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00, members; $5.50 nonmembers).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cost Effectiveness, Cost Estimates, *Cost Indexes, *Educational Finance, Expenditure Per Student, *Expenditures, Faculty Workload, Graduate Study, Higher Education, *Income, Program Effectiveness, Resource Allocation, School Accounting, Undergraduate Study, *Unit Costs

The state-of-the-art of financial analysis for academic units within institutions of higher education is evaluated with attention directed to: how the cost of an academic unit is determined, how revenue is identified with academic units, how costs are analyzed, how revenues and expenditures are projected, and how the financial efficiency of an academic unit is evaluated. Based on the literature, it is suggested that: indirect as well as direct costs need to be measured; cost has both fixed and variable elements in relation to the number of students or faculty in an academic unit; in some analytical models, the revenue attributable to an academic unit is measured; costs per student, per full-time equivalent faculty, and per class are measures of unit cost; level of study, method of instruction, and other factors are used to weight data about cost per student; the expected cost of an academic unit may be measured by determining its level of average faculty support and workload; and financial measures may yield important information, but the use of the information still requires discretion. Accounting for revenues of academic units is not as well developed as accounting for costs. Where actual revenue attributable to a unit is not available in the accounts, some form of allocation system is used. Mathematical models, such as trend line analysis and the cohort-survival technique offer means for projecting future enrollment and consequently revenue and expenditures that vary according to enrollment. Relating cost to quality, or fiscal efficiency to program effectiveness may result in misuses of quantitative data. A bibliography is appended. (SW)

ED 214 453 HE 014 907
Honan, James P.
Corporate Education: Threat or Opportunity? AAHE-ERIC/Higher Education Research Currents.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 82
Note—4p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).
Journal Cit—AAHE Bulletin; Mar 1982
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Responsibility, Change Strategies, *College Role, Cooperative Programs, Educational Development, *Education Work Relationship, Higher Education, *Industrial Training, Industry, Inplant Programs, Needs Assessment, *Nontraditional Education, Professional Continuing Education, Professional Development, *School Business Relationship, *Staff Development
Identifiers—*Corporate Education

Corporate-based education programs, the response of higher education, and the cooperation between business and higher education are considered. It is suggested that the fact that private industry has moved into the degree-granting arena, even to a small extent, may indicate that higher education needs to be more responsive to the business sector. Corporate education differs from higher education in that it tends to serve primarily institutional needs rather than personal needs, is characterized by unusually high motivation of participants, the workplace is the setting for learning and doing, and it has a pragmatic orientation. However, despite some fundamental differences in purpose and orientation, corporate education centers sometimes bear a striking resemblance to traditional colleges and universities. A corporation may be better able to accommodate rapidly changing knowledge requirements by conducting its own education program rather than attempting to work through a college or university. Corporations and institutions of higher education are involved in numerous partnership activities ranging from national projects to individual collegiate/corporate efforts. However, higher education may have to institute significant changes in its structure and develop additional nontraditional delivery systems if it is to serve the educational needs of the business sector. Colleges and universities must become more sensitive to the manpower needs of industry and must carefully evaluate their ability to respond to these needs in a way that is consistent with their institutional mission. Higher education needs more flexibility and adaptability in course and program approval, missions procedures, residency requirements, and course and program duration. (SW)

ED 216 652 HE 015 120
Bowker, Lee H.
The Academic Dean.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Contract—400-77-0073
Note—8p.
Available from—American Association of University Administrators, 1000 Vermont Ave., N.W., Washington, DC 20005 ($1.00).
Journal Cit—Administrator's Update; v3 n2 Fall 1981

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Academic Deans, •Administrator Attitudes, Administrator Role, Conflict Resolution, Employment Experience, Higher Education, Job Satisfaction, Problem Solving, •Role Conflict, •Teacher Administrator Relationship

The role of the academic dean, role conflicts, and the occupational experiences and performance of deans are considered. Role conflict for academic deans is related to clashing constituencies, role ambiguity, lack of correspondence between organization requirements and the personalities of incumbent deans, changing organizational needs over time, and historical trends in the definition of the deanship. Less than half the deans are evaluated annually, usually by presidents, chancellors, vice-presidents, or provosts. While satisfactions of deans have been reported with respect to the raising of academic standards at an institution, contributing to curriculum development, and hiring qualified faculty, dissatisfactions pertain to situations in which the dean is the initiator of conflict, the dean is the defendant in an attack on the administration, or the dean is the conciliator. It is suggested that the role of the dean needs to be clarified with respect to planning, evaluation, resource allocation, and other administrative functions. Knowing what attracts individuals to the deanship and how the balance of satisfactions and dissatisfactions leads to the resignation of deans after a time would also be valuable. Mechanisms that would enable deans to maintain their scholarly interests so that they may return to teaching later in their careers may be important, along with research on the wisdom of retaining deans in their administrative positions. Since teaching is the primary activity overseen by deans, it is necessary to know more about how they might manage resources of all kinds (including symbolic resources) to stimulate and maintain teaching excellence in their academic units. (SW)

ED 216 653 HE 015 121

Baldridge, J. Victor And Others

Assessing the Impact of Faculty Collective Bargaining. AAHE-ERIC/Higher Education Research Report No. 8, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Contract—400-77-0073

Note—66p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members; $5.50 nonmembers).

Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, •Collective Bargaining, •College Faculty, College Governing Councils, College Presidents, •Faculty College Relationship, •Governance, Higher Education, Leaders, •Personnel Policy, Retrenchment, School Surveys, State Agencies, State Colleges, Teacher Attitudes, Tenure, Union Members, •Unions

Identifiers—National Labor Relations Board v Yeshiva Univ

The impact of the unionization of college and university faculty is examined, based on a 1979 survey of 240 nonunionized colleges and all other unionized institutions, and on a review of recent literature on collective bargaining. The survey is a followup of a 1974 survey pertaining to collective bargaining and a 1971 survey concerned with general governance issues at the 240 representative schools. Attention is directed to: the impact of collective bargaining on governance and especially academic senates and administration at both the local campus and system levels; the likely beneficiaries of academic collective bargaining and the overall consequences for faculty, students, and higher education in general; the formalization of personnel relations, and tenure processes and retrenchment at unionized and nonunionized institutions. Perspectives on the impact of the Yeshiva Court decision and the future of faculty collective bargaining are also presented. Of the 1,400 questionnaires mailed to college presidents, local faculty union chairpersons, systemwide administrators, and union leaders, 52 percent responded. More than 95 percent of both presidents and union chairpersons believed that bargaining has caused greater specificity of rules and regulations. Respondents believed unions have been least effective on their campuses in strengthening existing faculty governance (such as senates) and enhancing professional standing. Administrators said that unions have actually hurt in these areas. Overall conclusions of the three surveys include: some union chairpersons are disillusioned with the outcomes of bargaining; and faculty personnel issues are at the heart of collective bargaining. A bibliography is appended. (SW)

ED 216 668 HE 015 218

Maher, Thomas H.

Institutional Vitality in Higher Education. AAHE-ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 82

Note—6p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).

Journal Cit—AAHE Bulletin; June 1982

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Career Ladders, •College Environment, College Role, Evaluation Criteria, •Evaluation Methods, •Faculty College Relationship, •Higher Education, •Institutional Characteristics, Institutional Evaluation, •Organizational Climate, Retrenchment, Self Evaluation (Groups), Teacher Attitudes, Teacher Morale

Identifiers—•Institutional Vitality

Institutional vitality in higher education and measures of vitality are considered. Vitality may be viewed as the capacity of a college or university to incorporate organizational strategies that support the continuing investment of energy by faculty and staff both in their own careers and in the realization of the institution's mission. Institutional vitality in the 1980s must be understood in relation to the organizational consequences of both steady-state and decline. Organizational theories, institutional histories, and biographies of important academicians are cited that may illuminate the issue of vitality. An important idea pertaining to institutional vitality is Kanter's (1979) view of opportunity structure. Kanter argues that when times are not prosperous, the institution must pay attention to its quality as an organization. Kanter addresses ways in which opportunity and power related to jobs and organizations are critical to motivation and leadership effectiveness. Peterson's (1980) emphasis on faculty response to decline and the ability of individuals in the organizations to lead effective professional lives leads to an emerging literature on faculty careers, including Rice's (1980) investigation of the professorial careers of former Danforth fellows, and Furniss's (1981) challenge to the "one life-one career" model. Indicators and scales for measuring vitality include: the Institutional Functioning Inventory (Peterson et al., 1970), Likert's Organizational Survey Profile (1976), the International Communication Association's Communication Audit, and Scott's (1980) institutional indicators. (SW)

ED 217 825 HE 015 265

Cope, Robert G.

Strategic Planning, Management and Decision Making. AAHE-ERIC/Higher Education Research Report No. 9, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Contract—400-77-0073

Note—75p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members; $5.50 nonmembers).

Pub Type— Historical Materials (060) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—•College Administration, •College Planning, College Role, •Decision Making, Economic Factors, Educational Change, •Evaluation Methods, Government School Relationship, Higher Education, Institutional Research, Long Range Planning, •Needs Assessment, Organizational Effectiveness, •Organizational Theories, Policy Formation, Political Influences, Resource Allocation, School Community Relationship, Self Evaluation (Groups), Systems Analysis, Trend Analysis

Identifiers—•Strategic Planning

Recent applications of the strategic planning approach in colleges and universities and techniques necessary for its application are reviewed. In addition, the intellectual roots of strategic planning are traced, and strategic planning is defined and contrasted with long-range planning. It is suggested that strategic planning addresses the total institution and attempts to address the total environment. Five areas of the strategic planning process are identified: establishing the mission, role, and scope of the institution; analyzing data on the internal operations; analyzing data on the external environment; matching institutional mission and strengths in order to capitalize on opportunities for alternative formulations of policy; and choosing the strategies that are consistent with the institutions' values, are economically justifiable, are politically attainable, and are consistent with serving social needs. Among the most substantial modern roots of the concept of strategic planning, in chronological order of development, are the following: geopolitical theory; field theory; general system theory; transdisciplinary, management school policy studies; the concepts and technique of marketing; and the concepts of organizational effectiveness. Approaches to scanning environmental information include: tracking new ideas that appear in the higher education literature; using a cross-impact paradigm that integrates national trends, local trends, values, and institutional sectors; developing a probability-diffusion matrix for events and trends; force-field analysis; and using value profiles. A bibliography is appended. (SW)

ED 217 826 HE 015 266

Gratz, Robert D. Salem, Philip J.

Organizational Communication and Higher Education. AAHE-ERIC/Higher Education Research Report No. 10, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Contract—400-77-0073

Note—91p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4 each, members; $5.50 nonmembers).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Role, Ambiguity, College Administration, •College Environment, College Faculty, College Governing Councils, Committees, •Communication Problems, Decision Making, Diffusion, Faculty College Relationship, Governance, Group Dynamics, •Higher Education, •Information Needs, Information Systems, Leadership Styles, Management Information Systems, Organizational Climate, •Organizational Communication, •Role Perception, Systems Approach, Teacher Administrator Relationship, Teacher Role

Major themes in the literature related to organizational communication and higher education are examined, with emphasis on the internal aspects of organizational communication in higher education. Attention is directed to the systems model and the structure, function, process, and communication patterns of higher education systems. The literature about three information problems is examined: uncertainty, timeliness and distortion, and overload. From this review, an information agenda is developed to help higher education administrators plan communication more effectively. Selected elements of organizational climate that have a particular impact on organizational communication and that have been the subject of previous investigations on educational settings are also addressed: administrative support, aggressive and innovative faculty formal networks involving consultants or resources, and the establishment of appropriate communication links within the organization. Gathering data for effective decision making is often characterized by an information overload related to the uncertainty of the task. Although computer information support has been helpful, decision-making processes of many college and university groups are characterized by weak information bases, a wide range of communication links, and very flexible boundaries. Discrepancies in power attributed to various positions and role ambiguity of key administrators compound these problems. Communication problems related to the faculty committee system are considered, and views on applying participative management and management-by-objective in higher education are presented. A bibliography is appended. (SW)

ED 219 039 **HE 015 317**

Bolding, James T. Van Patten, James J.

Creating a Healthy Organizational Climate.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0073

Note—9p.

Available from—American Association of University Administrators, 1000 Vermont Avenue, N.W., Washington, DC 20005 ($1.00).

Journal Cit—Administrator's Update; v3 n3 Win 1982

Pub Type— Collected Works - Serials (022) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Policy, College Role, Conflict Resolution, *Faculty College Relationship, Governance, Higher Education, Holistic Approach, Interprofessional Relationship, Job Satisfaction, *Organizational Climate, Peer Relationship, Power Structure, Problem Solving, Role Conflict, Stress Variables, *Teacher Administrator Relationship, Teacher Morale, Teacher Role, Values, *Work Environment

Four areas of college management responsibility are reviewed: the mission of the organization; administrator/faculty relationship; individual stress; and measuring organizational health. According to Argyris (1980) an organization updates its goals (1) as a consequence of detecting and solving routine problems, and (2) through periodical reexamination of the governing policies and values of the organization. A survey of higher education professional organizations (Boulding and Van Patten, 1980) indicates that six of the top seven faculty concerns dealt with a lack of humaneness and justice within the organization. Ways to improve administrator/staff relationships include encouraging bona fide, responsible dissent and allowing faculty representation in governance. The effectiveness of collective negotiations depends on the good will and overall consensus of all groups involved in campus governance. The following types of individual stress are addressed: burnout, role conflict, peer cohesiveness, and general morale. Signs of psychological burnout are a signal that the organization is causing problems. Faculty members are not always able to cope effectively with organizational politics. Research identifies role conflict and role ambiguity as principal sources of organizational stress (Parasuraman and Allutto, 1981). Latham and Kinne (1974) found that individuals in a healthy organization find satisfaction in working together to accomplish shared goals. Four important leadership skills to facilitate peer cohesiveness are identified, including mediating conflict and building networks. Approaches that have been used to maintain and improve morale include human potential seminars and the holistic health movement. Organizational types identified by Likert (1961) and research on the measurement of organizational health are noted. (SW)

ED 220 069 **HE 015 467**

Baldwin, Roger G.

Fostering Faculty Vitality: Options for Institutions and Administrators.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0073

Note—8p.

Available from—American Association of University Administrators, 1000 Vermont Ave., N.W., Washington, DC 20005 ($1.00).

Journal Cit—Administrator's Update; v4 n1 Fall 1982

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Career Change, Career Planning, Faculty College Relationship, *Faculty Development, Faculty Evaluation, Faculty Promotion, Goal Orientation, Higher Education, Individual Development, *Personnel Policy, *Professional Continuing Education, Retraining, *Self Evaluation (Individuals), Teacher Exchange Programs, Teacher Role

Types of initiatives that colleges have implemented to foster continuing faculty career growth and the major attributes essential to success of the efforts are considered. The role of administrators in supporting faculty growth and vitality is also addressed. Several colleges and universities encourage career planning activities in which faculty members analyze their own interests, talents, and life goals. Some colleges have developed career planning workshops for their academic personnel; others have adopted elaborate growth-contract systems. Some colleges take a less structured approach. Faculty evaluations, tenure, and promotion deliberations, and annual academic planning discussions all provide opportunities for focusing attention on institutional needs and a professor's growth objectives. In addition, temporary opportunities for new learning and changes in work environment, such as off-campus internships and faculty exchanges, can be revitalizing experiences. Faculty retraining and respecialization are an increasingly common response to individual and institutional needs for adaptation and growth. The more comprehensive programs assume that optimum development begins with a process of career assessment and planning followed by experimentation with new roles, additional training when necessary, and finally transition to a new professional opportunity. Some colleges also have begun to revise personnel policies in an effort to promote faculty growth and flexibility. Administrators regulate the resources needed to facilitate faculty career growth and they are in a position to promote faculty efforts to branch out professionally. Nine guidelines for promoting faculty growth and vitality are presented, such as including faculty in planning programs. (SW)

ED 221 147 **HE 015 512**

Benton, Sidney E.

Rating College Teaching: Criterion Validity Studies of Student Evaluation-of-Instruction Instruments. AAHE-ERIC/Higher Education Research Report No. 1, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0073

Note—57p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50 nonmembers).

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *College Instruction, Criterion Referenced Tests, Educational Research, *Evaluation Criteria, Evaluation Methods, Higher Education, *Research Methodology, Student Evaluation, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Validity

Studies on the criterion validity of student evaluation-of-instruction instruments are analyzed, and recommendations are offered for future research into student evaluation of instruction. The main problem, and probably the reason for the lack of validity studies, is that it is difficult to agree on what the criteria of effective teaching should be. One method of dealing with the problems of research in student evaluation-of-instruction instruments is to select a measurable definition of teaching effectiveness. Since the ultimate criterion of teaching effectiveness is student learning, there is general agreement that an appropriate and defensible criterion is the amount that students learn as measured by achievement examinations. Attention is directed to: studies incorporating achievement scores and random assignment; studies incorporating achievement scores adjusted for ability; studies incorporating achievement scores not adjusted for ability; and a meta-analysis of student ratings and student achievement. Studies using criterion measures in conjunction with achievement and studies using criterion measures other than achievement are also reviewed. Tables are presented to summarize the studies that examined the relationship of student ratings of instruction and criterion measures. Although parallel data were not reported in all the studies, the table shows the largest significant correlation reported in each study. These largest correlations are squared to indicate the proportion of variance shared by the criterion and the student ratings. The majority of the investigations reported significant positive correlations between student ratings of instruction and criterion measures of effective teaching; however, the correlation between the ratings and criteria were usually modest. A bibliography is appended. (SW)

ED 221 148 **HE 015 513**

Whitman, Neal Weiss, Elaine

Faculty Evaluation: The Use of Explicit Criteria for Promotion, Retention, and Tenure. AAHE-ERIC/Higher Education Research Report No. 2, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0073

Note—57p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50, nonmembers).

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Case Studies, *College Faculty, Data Collection, *Employment Practices, *Evaluation Criteria, Faculty Development, *Faculty Evaluation, Higher Education, *Measurement Techniques, Peer Evaluation, Personnel Policy, Productivity, Standards, Student Evaluation of Teacher Performance, *Teacher Effectiveness, Teacher Role

Identifiers—Oregon State System of Higher Education, Southern Regional Education Board, State University of New York

The use of explicit, written criteria to evaluate college and university faculty is examined. Four major issues concerning faculty evaluation are as follows: the desired outcomes of faculty evaluation; the functions of faculty activity that are to be evaluated; the criteria that should be used for each area evaluated; and the procedures for implementing the faculty evaluation program. In general, studies identify two major outcomes: personnel decisions made regarding promotion, retention, and tenure; and feedback to faculty leading to faculty improvement. The major areas to be evaluated are teaching, research, and service. For the most part, faculty evaluation programs attempt to increase objectivity through both qualitative and quantitative approaches. To achieve qualitative objectivity, criteria are developed to improve the quality of data collected from an individual evaluator. To achieve quantitative objectivity, data are collected from multiple data sources. A critical issue in faculty evaluation is determining how data are collected and reviewed. At some institutions, faculty are expected to provide evidence of their teaching, research, and service effectiveness. Since the 1970s, there has been a trend toward systematic, standardized data collection. The role played by administrators in faculty evaluation is addressed. Meta evaluations (i.e., evaluating the methods of evaluation) conducted by Oregon State System of Higher Education, the State University of New York Faculty Council of Community Colleges, and the Southern Regional Education Board are examined. Appended materials include a form for peer review of undergraduate teaching based on dossier materials, guidelines for use of results of the student instructional report, and a bibliography. (SW)

IR

ED 211 097 IR 009 925
Gustafson, Kent L.
Survey of Instructional Development Models. With an Annotated ERIC Bibliography by Rashidah Shuib.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0015
Note—64p.; For a related document, see ED 059 629.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-54, $7.00 prepaid).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Curriculum Development, *Instructional Development, *Instructional Systems, *Models, *Organizational Development, Systems Analysis, *Systems Approach, Systems Development

This paper, which updates and expands on a paper by Twelker and others that identified and described five instructional development (ID) models, presents a taxonomy for classifying ID models, comments on the limited degree of testing to which most ID models have been subjected, reviews 13 models, and provides a selected, annotated bibliography of ERIC documents and journal articles announced in Resources in Education and Current Index to Journals in Education. A definition of ID and a discussion of its origins are followed by the taxonomy that is used to divide the ID models into four categories as they focus on the classroom, the product, systems, or organizations. Specific models are described and discussed in each of these categories: (1) classroom–Gerlach and Ely, Kemp, Davis and others, Briggs, and DeCecco; (2) product–Banathy, and Baker and Schutz; (3) systems–the Instructional Development Institute, Inservices Procedures for Instructional Systems Development, Courseware Development Process, and Gilbert Front End Analysis; and (4) organizations–Blondin, and Blake and Mouton. Thirteen figures illustrate the taxonomy and most of the models. A guide to searching ERIC for additional publications on ID models is included, and the annotated bibliography lists 10 journal articles and 11 documents. A list of 23 other references is also provided. (CHC)

ED 211 122 IR 010 016
Wilson, Thomas C. And Others
The Design of Printed Instructional Materials: Research on Illustrations and Typography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0015
Note—56p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Color, Cues, Design Preferences, *Illustrations, *Instructional Materials, *Layout (Publications), Material Development, *Media Research, Recall (Psychology), *Textbook Preparation, Visual Learning
Identifiers—*Printed Materials, Typeface, *Typography

Intended for use by both producers and evaluators of textbooks and other print instructional materials, this review of the literature focuses on the effectiveness of illustrations for motivation and for learning, and such typographical variables as readibality, legibility, standard typographical conventions, and format and layout. Areas examined include the effects of the presence or absence of illustrations; the effects of illustrations on recall; readability as a function of visual factors; legibility, including type size and typeface, leading and line width, ink and paper color, and aesthetics; justification; cuing by means of headings, underlining, and questions; paragraphs and column format; vertical typography and segmentation; and format and layout. A bibliography of sources cited is provided. (BBM)

ED 212 296 IR 010 051
Markey, Karen Cochrane, Pauline A.
Online Training and Practice Manual for ERIC Data Base Searchers. 2nd Edition.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-77-0015
Note—181p.; For related document, see ED 160 109.
Available from—Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($8.50).
Pub Type— Guides - Classroom - Learner (051) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Databases, Independent Study, *Information Retrieval, Library Education, Models, *Online Systems, *Relevance (Information Retrieval), *Search Strategies, Study Guides
Identifiers—DIALOG, *ERIC

Revised to reflect changes in both DIALOG and ERIC, this second edition of a self-improvement manual for online searchers who wish to refine their skills presents three basic approaches to searching and provides illustrations from DIALOG's ERIC ONTAP database. The manual is divided into two parts: an 8-step model of the total search process which emphasizes the effects of the searcher's decisions on retrieval results and search objectives, and an introduction to DIALOG's ERIC ONTAP file followed by 16 self-improvement exercises based on search topics stored in the database; six of these exercises are on different topics from the original edition. The ONTAP file is a subset of the ERIC file consisting of RIE and CIJE citations for 1975, and 29 simple, moderate, and difficult search questions with answer sets. The database has been updated for use with the 1980 edition of the Thesaurus of ERIC Descriptors. The appendices include 10 "search save" formulations of common search facets and a comprehensive guide to the ERIC database. (BBM)

ED 215 682 IR 010 145
Handbook of Effective ERIC Clearinghouse Practices.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0005
Note—135p.
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Administrative Problems, Advisory Committees, Budgeting, *Clearinghouses, Equipment, Facilities, Financial Support, *Information Centers, *Information Processing, Public Relations, Services, Staff Development
Identifiers—*ERIC

This handbook, based on a questionnaire concerning operation and management issues submitted to each ERIC Clearinghouse during Spring 1981, presents satisfaction ratings for the major areas of ERIC Clearinghouse operation, lists the problems identified in particular areas of operation, and presents the solutions to the identified problems suggested by particular clearinghouses during the survey. The handbook is divided into sections covering RIE (Resources in Education) and CIJE (Current Index to Journals in Education) processing practices, computer searching, vocabulary review, facilities/equipment, user services, IAPs (Information Analysis Products), professional linkages, support sources, special projects, budget management, advisory boards, staff development, and public relations. Within each section, problem statements are listed in alphabetical order, followed by the solutions to these problems suggested by individual clearinghouses. A level of satisfaction rating (based on a scale of one to five) provided for each area is the average of the rankings reported by the 16 clearinghouses. (Author/JL)

ED 216 680 IR 010 154
Wilkinson, Gene L.
Educational Media, Technology and Instructional Productivity. A Consideration of Cost and Effectiveness. Occasional Paper Number 2.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—80
Contract—400-77-0015
Note—31p.
Available from—Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-52; $2.50 plus $1.00 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cost Effectiveness, Educational Improvement, *Educational Technology, Elementary Secondary Education, Media Research, *Productivity, *Research Needs

This paper examines some of the questions to be answered and some of the problems to be faced if the widespread application of technology in education is ever to be achieved. The paper is not a "how-to-do-it" manual for conducting cost-effectiveness studies; rather it is an argument to be used in support of such studies and of the experimentation in educational organization which is needed to provide the data necessary to support the redesign of public education. Several aspects of the problem which are discussed include: (1) factors inhibiting the adoption of technology in public education, (2) the educational economic crisis, (3) the need to redeploy resources, and (4) the needed database for technology. Sixty-seven references are listed. (LLS)

ED 219 082 IR 050 065
Brandhorst, Ted, Ed. And Others
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 80
Contract—400-81-0003
Note—788p.; Supersedes previous edition ED 092 164. Loose-leaf, updated continuously. See related documents, IR 050 066-073.
Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($40.00).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF05/PC32 Plus Postage.
Descriptors—*Abstracting, *Cataloging, Databases, Documentation, *Indexing, *Information Processing, Information Storage, Information Systems, Lexicography, Library Science, *Library Technical Processes, *Thesauri
Identifiers—*ERIC

This loose-leaf manual provides the detailed rules, guidelines, and examples to be used by the components of the Educational Resources Information Center (ERIC) Network in acquiring and selecting documents and in processing them (i.e., cataloging, indexing, abstracting) for input to the ERIC computer system and subsequent announcement in "Resources in Education" and "Current Index to Journals in Education." It also covers the procedures to be followed in maintaining the indexing vocabularies (the "Thesaurus of ERIC Descriptors" and the "Identifier Authority List"). The major sections of the manual are entitled: Acquisitions, Selection, Handling and Shipping, Cataloging, Abstracting/Annotating, Indexing, Vocabulary Development and Maintenance (Part 1- Descriptors, Part 2- Identifiers), Database Changes (Post Publication). There are two appendixes: ERIC Clearinghouse Scope of Interest Guide; Glossary of Terms. This manual will be of interest to all organizations that use the ERIC database. A detailed index facilitates its use. (TB)

ED 219 083 IR 050 066

Sundstrom, Grace, Ed.

Acquisitions. ERIC Processing Manual, Section II.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 80

Contract—400-81-0003

Note—66p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Copyrights, *Databases, Documentation, *Library Acquisition, Publications, Recordkeeping

Identifiers—*ERIC

Rules and guidelines are provided for the process of acquiring documents to be considered for inclusion in the ERIC database. The differing responsibilities of the Government, the ERIC Clearinghouses, and the ERIC Facility are delineated. The various methods by which documentary material can be obtained are described and preferences outlined. Sample solicitations are provided covering different situations. The need for proper recordkeeping and forms is emphasized and examples are given of form letters, reply cards, thank you notes, in-process records, scope overlap notices, reproduction release forms, etc. The system-wide list entitled "ERIC Acquisitions Arrangements" is described. Acquisitions as it applies to the "Current Index to Journals in Education" is covered under the headings: comprehensively covered journals; selectively covered journals; "oneshop" journals. (TB)

ED 219 084 IR 050 067

Sundstrom, Grace, Ed.

Selection. ERIC Processing Manual, Section III.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 80

Contract—400-81-0003

Note—40p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Databases, Documentation, *Evaluation Criteria, *Library Material Selection, Publications, *Quality Control, Reprography

Identifiers—*ERIC

Rules and guidelines are provided governing the selection of documents and journal articles to be included in the ERIC database. Selection criteria are described under the five headings: (1) Appropriateness of content/subject matter; (2) Suitability of format, medium, document type; (3) Quality of content; (4) Legibility and reproducibility; (5) Availability. It is emphasized that quality of content is ERIC's single most important selection criterion. Various types of documents are listed and grouped, for selection purposes, under the headings "Most Suitable," "Acceptable," "Unsuitable." Possible actions to remedy physical problems with otherwise acceptable documents are described. Factors to be considered when selecting documents of the following special types are covered in detail: dissertations and theses; brief materials; corporation-produced materials; bibliographies; documents that cannot be reproduced; documents of local/parochial interest; instructional materials (for student or teacher); research reports. A special section deals with the selection of journals for coverage and the selection of journal articles from journals not covered comprehensively. (TB)

ED 219 085 IR 050 068

Brandhorst, Ted, Ed.

Handling and Shipping. ERIC Processing Manual, Section IV.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 81

Contract—400-81-0003

Note—55p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Documentation, *Information Processing, Library Technical Processes, Office Practice, Records (Forms)

Identifiers—*Document Handling, *ERIC, Mailing and Shipping

Rules and guidelines are provided for the handling and shipping of document and journal article information intended for announcement in ERIC's abstract journals "Resources in Education" and "Current Index to Journals in Education." The handling and shipping involved takes place between the ERIC Facility and the ERIC Clearinghouses (both ways). A wide variety of topics are covered: duplicate checking, priority documents, date stamping, acknowledgments to contributors, inter-clearinghouse transfers, NIE Policy Disclaimer labels, reproduction release labels, scope overlap labels, log sheets, packing and wrapping, address labeling. Detailed instructions are given for contributing data to the system-wide duplicate checking tool, the "Acquisitions Data Report" (ADR). (TB)

ED 219 086 IR 050 069

Brandhorst, Ted, Ed.

Cataloging. ERIC Processing Manual, Section V.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 82

Contract—400-81-0003

Note—188p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Cataloging, Check Lists, *Classification, Databases, Indexing, Information Retrieval, Information Storage, *Library Technical Processes

Identifiers—*ERIC

Rules and guidelines are provided for ERIC catalogers and editors engaged in capturing bibliographic data on the documents and journal articles entered into the ERIC database. The material is organized by data element: Accession Number, Price Code, Pagination, Publication Date, Title, Journal Citation, Language, Publication Type, Descriptors, Abstract/Annotation, Personal Author, Institution, Sponsoring Agency, Report Number, Contract/Grant Number, Descriptive Note, Availability, Geographic Source, Governmental Status, Identifiers. Within each data element the material is organized by: Profile, Typical Entry, Text (including any authority lists), Summary of Significant Rules, and Examples. Several of the data elements have associated authority lists, e.g. lists of country names, language names, publication types, etc. An attachment reprints the COSATI rules for corporate author cataloging (1978 revision). (TB)

ED 219 087 IR 050 070

Brandhorst, Ted, Ed.

Abstracting/Annotating. ERIC Processing Manual, Section VI.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 80

Contract—400-81-0003

Note—28p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Abstracting, Databases, Information Retrieval, Information Storage, Library Technical Processes, *Technical Writing

Identifiers—*ERIC

Rules and guidelines are provided for the preparation of abstracts and annotations for documents and journal articles entering the ERIC database. Various types of abstracts are defined, including the Informative, Indicative, and mixed Informative-Indicative. Advice is given on how to select the abstract type appropriate for the particular document. The content of a good abstract is covered under such headings as Subject Matter, Purposes, Author's Viewpoint, Intended Audience, Relationship to Other Works, Intended Use, Special Features, Results or Findings. Detailed rules are provided for the composition of an abstract, covering such topics as Length, Voice, Tense, Abbreviations and Acronyms, Lists, Numbers, etc. Certain kinds of documents present special abstracting problems and these are treated under the following headings: Reports (Research and Technical); Speeches/Presentations; Curriculum Guides; Program Descriptions; Textbooks; Bibliographies; Multiple-Author Works; Tests. Journal article annotations are distinguished from document abstracts and the special rules covering annotations are described. (TB)

ED 219 088 IR 050 071

Brandhorst, Ted, Ed. Houston, Jim, Ed.

Indexing. ERIC Processing Manual, Section VII.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 80

Contract—400-81-0003

Note—57p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, *Coordinate Indexes, Databases, *Indexing, Information Retrieval, Information Storage, Library Technical Processes, Search Strategies, Subject Index Terms

Identifiers—*ERIC

Rules and guidelines are provided for subject indexing in the ERIC system. The principle of "subject access" is discussed with particular reference to "coordinate indexing," which involves designating subject content by unit terms (or tags) that may be put together or "coordinated" for subsequent retrieval. The nature of educational literature and the characteristics of educational community user groups are delineated in order to place ERIC indexing in proper perspective. Indexing tools necessary for the ERIC indexing process are also described. Detailed guidelines are presented on the indexing process itself, involving: (1) examination of the document; (2) identification of indexable information, e.g., population characteristics (including educational level), document form/type, curriculum or educational subject/field, activity, methodology, and materials; (3) translation and negotiation of indexable concepts into approved terminology, i.e., ERIC Descriptors and Identifiers. Additional guidance is offered on several special indexing issues, including specificity of indexing, weighting (major/-minor terms), over- and under-indexing, and the indexing review process. (JH)

ED 219 089 IR 050 072

Houston, Jim, Ed.

Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).

Educational Resources Information Center (ED/-NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 81

Contract—400-81-0003

Note—160p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Databases, Documentation, Information Retrieval, Information Storage, *Lexicography, Library Technical Processes, *Subject Index Terms, *Thesauri, *Vocabulary Development

Identifiers—*ERIC, *Thesaurus of ERIC Descriptors

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in developing and maintaining the "Thesaurus of ERIC Descriptors." Instructions are included for adding new Descriptors and modifying existing terminology; procedures for justifying these actions are provided, as well. Definitions and functional descriptions are given for the general concepts of "thesaurus" and "descriptors" and for the individual elements included in a standard, structured thesaurus unit, i.e., Main Terms, Descriptor Groups, Scope Notes, UF/USE References, Narrower Terms, Broader Terms, and Related Terms. The purpose and use are described for each of the four sections of the ERIC Thesaurus: Alphabetical Display, Rotated Display, Hierarchical Display, and Descriptor Group Display. Discussions are provided on the use and control of educational terminology, both generally and within the context of the decentralized ERIC Clearinghouse network. Other details are included on the historical development of the ERIC Thesaurus, as well as the present-day Vocabulary Development Program that is involving all ERIC components and users in the ongoing activities of Thesaurus development. (JH)

ED 219 090 IR 050 073

Weller, Carolyn R., Ed.

Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).

Educational Resources Information Center (ED/-NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 81

Contract—400-81-0003

Note—65p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from—ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Databases, Documentation, Information Retrieval, Information Storage, *Lexicography, Library Technical Processes, *Subject Index Terms, *Vocabulary Development

Identifiers—*ERIC, *Identifier Authority List

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in creating and using Identifiers, and in developing and maintaining the ERIC Identifier file via the "Identifier Authority List (IAL)." Identifiers and the IAL are defined/described: Identifiers are highly specific entities, including most proper nouns/noun phrases, for which Thesaurus control is unnecessary—they may also be new concepts, under consideration, or awaiting approval, for admission to the ERIC Thesaurus; the IAL lists all current Identifiers and serves as a companion volume or supplement to the Thesaurus. An initial discussion presents general guidelines/rules applying to all Identifiers (e.g., capitalization, punctuation, length, word form). This is followed by detailed instructions relating to each of twenty specific Identifier categories: Conferences/Meetings; Curriculum Areas; Equipment; Facilities; Geographic Locations; Groups (Ethnic); Groups (Occupations); Groups (Other); Health-Related; Historical/Special Events; Languages/Linguistics; Laws/Legislation; Methods/Theories; Miscellaneous; Organizations/Institutions; Personal Names; Projects/Programs; Science and Technology; Tests/Testing; Titles (Literature and the Arts). (JH)

JC

ED 210 066 JC 810 637

Brawer, Florence B. Gates, Allen

Advisory Committees to the Humanities: A Handbook. Topical Paper, Number 74.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Note—29p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advisory Committees, Community Colleges, *Group Activities, *Group Dynamics, Group Membership, Group Structure, *Humanities, *Lay People, *School Community Relationship, Two Year Colleges

This handbook offers guidelines to community colleges interested in the formation of advisory committees to the humanities. It begins by outlining the purposes and functions of such groups. It then emphasizes the importance of faculty and administrative support for advisory committees and suggests evidence that can be presented to promote this support. After several examples are cited of ways in which lay advisory committees have been initiated at community colleges, the paper identifies several components of effective planning efforts and discusses the functions of a planning group made up of concerned faculty and administrators. Next, the selection, characteristics, membership rotation, and size of the advisory committee are discussed, and the roles and functions of key committee members are examined, including the chairperson, secretary, and community college representative. The next sections of the guide suggest questions that should be addressed as the committee establishes its annual program of work and recommend possible committee activities in the areas of student recruitment, follow-up, and continuation; instruction; instructor quality; and community outreach. Next, guidelines are presented for conducting effective committee meetings and criteria are recommended for evaluating the meetings. In conclusion, the paper recommends additional bases for judging the effectiveness of advisory committees. Sample agendas and a list of additional resources are appended. (AYC)

ED 211 152 JC 820 001

Keim, William A., Ed. Keim, Marybelle C., Ed.

Marketing the Program. New Directions for Community Colleges, Number 36.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-87589-814-9

Pub Date—Dec 81

Contract—400-78-0038

Note—130p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($6.-95).

Journal Cit—New Directions for Community Colleges; v9 n4 Dec 1981

Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Community Colleges, Mass Media, Needs Assessment, Program Effectiveness, *Publicity, *School Holding Power, Student Attrition, *Student Recruitment, Two Year Colleges

Identifiers—*Educational Marketing

This collection of essays examines the role of marketing in the recruitment and retention of community college students. First, Philip Kotler and Leslie A. Goldgehn define the marketing process and assess its potential benefits. Richard C. Richardson, Jr., and Donald S. Doucette question the effectiveness of marketing in the community college. Callie Foster Struggs considers the importance of community impact studies. Anne Mulder-Edmondson proposes the inclusion of the entire college community in the development of a marketing plan. The promotion of a marketing plan via the printed media is described by Barbara A. W. Smith, while Robert H. Gaffner examines uses of the electronic media in marketing. The process of identifying target populations through segmentation is discussed by William A. Keim. Wallace F. Cohen and Jeanne Atherton describe the successful marketing of an afternoon program. Edwin R. Bailey explores the potential for coordination with universities in the development of a marketing plan. Don G. Creamer and E. G. Akins examine the effects of marketing on student development activities. Marybelle C. Keim reviews strategies for student retention. James F. Gollattscheck poses some potentially negative effects of marketing and means to avoid them. Gunder Myran and Mark Ralph evaluate marketing practices in community colleges. Finally, Donna Dzierlenga reviews the ERIC literature dealing with community college marketing. (HB)

ED 213 469 JC 820 093

Cohen, Arthur M. Brawer, Florence B.

The American Community College.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-87589-511-5

Pub Date—82

Contract—400-78-0038

Note—467p.

Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($17.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Adult Education, *College Administration, *College Curriculum, *College Faculty, College Instruction, *College Role, *Community Colleges, Compensatory Education, Educational Finance, Educational History, Educational Objectives, General Education, Governance, Liberal Arts, Student Personnel Services, Teaching Methods, Two Year Colleges, *Two Year College Students, Vocational Education

This monograph provides a comprehensive overview of community college education in the United States. Chapter I reviews the social forces that contributed to the development and expansion of community colleges and the continuing changes in institutional purposes. The changing patterns of community college student characteristics are the focus of Chapter II. Chapter III examines the faculty-related issues of full- and part-time staff, tenure, salary, workload, modes of faculty evaluation, professional associations, and teacher preparation. After Chapter IV explores changes in college administration with respect to institutional size, collective bargaining, available funds, and locus of control, Chapter V describes the various funding patterns used to finance community colleges. Instruction is considered in Chapter VI with focus on learning resource centers and the stability of instructional methods which has been maintained in spite of the introduction of new technologies. Chapter VII explores student services and personnel functions. Chapters VIII, IX, and X consider the positions of career, compensatory, and adult education in the community college curriculum. Chapter XI looks at the rise and fall of liberal arts education in the curriculum. Chapter XII traces the development of general education curricula, and Chapter XIII examines the social role of the community college. An annotated bibliography of major publications in the field is appended. (HB)

ED 214 578 JC 820 118

Friedlander, Jack

Science Education for Women and Minorities in an Urban Community College. Topical Paper Number 75.

Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—81

Contract—400-78-0038

Note—107p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Persistence, *College Science, Community Colleges, Courses, Dropouts, *Enrollment Influences, Females, Grades (Scholastic), Minority Groups, Multicampus Districts, Questionnaires, School Holding Power, School Surveys, *Science Education, *Student Attitudes, Student Educational Objectives, Student Recruitment, Teacher Attitudes, Two Year Colleges, *Two Year College Students, Withdrawal (Education)

Identifiers—*Los Angeles Community Colleges CA

In an effort to promote greater student participation (especially among women and minorities) in science courses and programs, a study of science education in the Los Angeles Community College District was conducted. The primary objectives of the study were, first, to describe students' course-taking patterns, science background, and attitudes toward science; second, to identify institutional patterns that enhance science enrollments and course completion; and third, to describe intervention strategies that will increase student participation in science. Information for the study was gathered through an analysis of 8,873 student transcripts; a survey of 6,425 students in 268 courses; a survey of 268 instructors; a curriculum analysis; and interviews with 65 administrators, science faculty, and counselors. Selected findings from these activities include: (1) just over 40% of the students completed one or more science courses; (2) withdrawals accounted for 32% of student grades in their first science course; (3) the majority of student respondents had not been encouraged to enroll in science classes in high school or college; and (4) there were large discrepancies between students' career objectives and the courses in which they enrolled. Based on the study, expanded recruitment efforts, redesign of curricula to reflect student objectives and abilities, increased retention efforts, and improved faculty development programs were recommended. (Survey instruments are appended.) (Author/HB)

ED 214 594 JC 820 140

Hammons, James, Ed.

Organization Development: Change Strategies. New Directions for Community Colleges, Number 37.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-87589-883-1

Pub Date—Mar 82

Contract—400-78-0038

Note—139p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($7.-95).

Journal Cit—New Directions for Community Colleges; v10 n1 Mar 1982

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Administrative Change, College Administration, *Community Colleges, Faculty Development, Feedback, Industry, Organizational Change, Organizational Climate, *Organizational Development, *Organizational Effectiveness, Program Descriptions, Staff Development, Two Year Colleges

Identifiers—Higher Education Management Institute

The essays in this collection focus on various aspects of organization development (OD) and its application in educational institutions. First, Jim Hammons provides an overview of OD and its value to the community college. Then, Richard Woodman and William Muse describe techniques and methodologies that have been successful in improving work group or organizational effectiveness and examine private sector experiences with OD as they relate to the community college. Glenn Varney then reviews the history of OD and identifies professional issues. Next, David Kest describes a project of the Higher Education Management Institute (HEMI) which designed a management development and training program for colleges and universities. Characteristics of a successful OD intervention are considered by George Baker, who details the results of a National Institute for Staff and Organizational Development project, which sought to improve teaching and learning in the community college through an OD approach. The advantages and limitations of survey feedback, a widely used OD strategy, are explored by Gordon Watts, who outlines the survey feedback process and provides an annotated list of available instruments. Byron McClenney stresses the role of the college president in a successful OD program. Finally, an annotated bibliography of ERIC documents and journal articles about OD is provided. (KL)

ED 217 944 JC 820 320

Alfred, Richard L., Ed.

Institutional Impacts on Campus, Community, and Business Constituencies. New Directions for Community Colleges, Number 38.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-884-X

Pub Date—Jun 82

Contract—400-78-0038

Note—130p.

Journal Cit—New Directions for Community Colleges; v10 n2 Jun 1982

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accountability, College Administration, *Community Colleges, *Educational Benefits, Educational Economics, Educational Finance, *Government School Relationship, Institutional Research, *Outcomes of Education, School Business Relationship, Two Year Colleges

Identifiers—*Impact Studies

The essays in this collection examine the outcomes or benefits of community colleges with respect to specific constituencies; discuss the impact of the policies, programs, and needs of external agencies on the colleges; and consider methods by which educational outcomes can be improved and measured within the institutional setting. After introductory material, Dorothy Linthicum describes the social and economic gains experienced by community college students. Next, Timothy Fidler examines the impact of community college programs on business and industry through the preparation of a trained labor force. James Gollattscheck then assesses the social and economic benefits of 2-year college education to the community and presents three case studies exemplifying ways in which impact studies can be conducted. After Paul Wing's description of emerging relationships between community colleges and state agencies and strategies for improving college impacts on these agencies, Joseph Cosand and Mary Jane Calais discuss the same issue focusing on impacts at the federal level. Alfons Van Wijk then considers the relationship of sound management and faculty and staff job satisfaction with institutional outcomes. Next, Richard Alfred presents a model for assessment that can be used to improve college programs and enhance funding prospects. Finally, Jack Friedlander reviews ERIC documents concerned with measuring the economic and educational benefits of community colleges. (HB)

ED 217 946 JC 820 322

Yarrington, Roger And Others

Literacy in Community Colleges. Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-78-0038

Note—29p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Literacy, Allied Health Occupations Education, Basic Skills, College Role, *Community Colleges, Curriculum Problems, Educational Change, Illiteracy, Interdisciplinary Approach, *Literacy, Literature Reviews, Program Effectiveness, Transfer Programs, Two Year Colleges, Two Year College Students

This series of Junior College Resource Reviews focuses on the community college's role in literacy development. After Roger Yarrington's overview of the topic, Robert McCabe and Susan Skidmore consider "The Literacy Crisis and American Education." In light of the changing nature of work and the severe decline in the communication skills of youth, the authors urge a careful examination of the current social environment and a realistic redesign of the educational system. "Literacy and Allied Health Programs," by Robert Parilla, identifies the knowledge and skills necessary for the delivery or support of health care by technicians. Next, Florence Brawer, in "Literacy, Transfer, and Effectiveness: The Community Colleges' Accelerating Mission," reviews research and other literature dealing with issues and approaches to developmental/remedial education, special compensatory programs, attrition and achievement, counseling, evaluation, common problems, and available options. Arthur Cohen then recounts "Ten Criticisms of Developmental Education" and responds to each. Jack Friedlander, in "Coordinating Academic Support Programs with Subject Area Courses," describes successful programs integrating basic skills instruction into the regular curriculum. Finally, Richard Richardson and Elizabeth Fisk, in "Literacy in the Community College," review a study of the use of written language in the classroom and in student services and of administrative priorities and strategies influencing literacy. (AYC)

ED 220 138 JC 820 392

Atwell, Charles A. And Others

Reexamining Community Services in the Community College: Toward Consensus and Commitment. Topical Paper Number 76.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; National Council on Community Services and Continuing Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-78-0038

Note—92p.

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Planning, *College Role, *Community Colleges, *Community Services, Curriculum Development, Educational History, *Educational Objectives, Financial Support, Leadership, *Program Development, Two Year Colleges

In an effort to reinforce the central role of community services in the comprehensive community college, this monograph examines the history, mission, role, and funding of community services and provides recommendations for continuing and increasing the integration of such services within the community college. Chapter I provides a historical overview of the public service mission of higher education in the United States. Then, Chapter II examines community services in relation to other college missions and argues for a clear definition of community services, a reexamination of its mission, and the development of a consensus and commitment to its continuation by the college community and policy makers. After Chapter III discusses the development of community service programs, ways of bringing them into the mainstream of the college, and the advantages of developing a central theme for community services and the college, Chapter IV outlines the funding practices of various states and suggests alternative sources of funding for community service programs. Chapter V identifies the role of institutional, local, and state leaders in gaining widespread commitment to the community service function. Finally, Chapter VI offers recommendations for the establishment of priorities, an operational definition of community services, and a uniform system of data collection; for the development of a curriculum-based program of services and activities; and for the adoption of a more active stance on the question of community services. (HB)

ED 220 146 JC 820 400
Kintzer, Frederick C., Ed.
Improving Articulation and Transfer Relationships. New Directions for Community Colleges, Number 39.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-87589-885-8
Pub Date—Sep 82
Contract—400-78-0038
Note—117p.
Available from—Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).
Journal Cit—New Directions for Community Colleges; v10 n3 Sep 1982
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Accrediting Agencies, *Articulation (Education), College Credits, *College Transfer Students, *Community Colleges, Educational Research, Information Systems, Postsecondary Education, Prior Learning, Program Descriptions, Proprietary Schools, Transfer Policy, *Transfer Programs
Identifiers—Student Consumerism

With the intent of revitalizing the study of educational articulation and transfer, this collection of essays describes and assesses the current status of transfer education, points to particular problems and concerns, and highlights specific techniques, activities, and practices. The volume includes "The Transfer Function One of Many," by Dorothy M. Knoell; "The Decline of the Transfer Function: Threats or Challenges?" by Gerald R. Kissler; "The Missing Link in the Student Consumer Movement," by George B. Vaughan and Charles R. Dassance; "Articulation and the Chief Instructional Officer," by Jack E. Smith; "Community College and Proprietary School Relationships within the Educational Marketplace," by John H. Peterson; "Prescriptive Specialized Accreditation: Implications for Urban Community Colleges," by Allen T. Bonnell; "Articulation and Transfer in Florida," by Diann Zeldman; "Improving Academic Advisement and Transfer Articulation through Technology," by Richard B. Schinoff and J. Terence Kelly; "A Successful Experiment for Transferring Prior Learning Experience," by Roslyn Snow and Phyllis A. Bruns; "ESCALATE: A System of Transfer Equivalency Information," by Eleanor M. Hendershot; "Sources and Information: Revitalizing Articulation and Transfer," by James C. Palmer; and "Concluding Comments," by Frederick C. Kintzer. (AYC)

PS

ED 211 176 PS 011 914
Phyfe-Perkins, Elizabeth
Effects of Teacher Behavior on Preschool Children: A Review of Research.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0008
Note—61p.; ED 168 722 is an early version of this paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801-4897 (Catalog No. 194, $3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Environment, Classroom Techniques, *Environmental Influences, Literature Reviews, *Outcomes of Education, *Preschool Children, Preschool Curriculum, Preschool Education, *Student Behavior, *Teacher Behavior, *Teacher Influence, Teacher Role, Verbal Communication

Through a selective review of the research literature this paper explores the relationship between teacher behaviors and children's behaviors. Both direct and indirect teacher effects on children's behaviors are reviewed. First, studies of verbal behavior, instructional role, management techniques, classroom structure and teacher behavior, participatory teacher role, and adult effects on antisocial behavior as well as comprehensive studies of teacher behavior are reviewed in the section focusing on direct teacher effects. Studies of indirect teacher effects related to classroom organization and space, initiation of contacts with children, activity settings and scheduling, access to materials and toys, and closed versus open structure settings are reviewed in the second section. The concluding section of the paper indicates in summary form the types of teacher behaviors which appear to be associated with specific child outcomes. (Author/RH)

ED 215 781 PS 012 823
Honig, Alice Sterling Wittmer, Donna Sasse
Infant/Toddler Caregiving: An Annotated Bibliography.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Contract—400-78-0008
Note—56p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801-4897 (Catalog No. 195, $6.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Audiovisual Aids, *Child Caregivers, *Child Development, *Day Care, Educational Assessment, Fathers, *Infants, *Instructional Materials, *Measures (Individuals), Mothers, Parent Education, Program Development, Program Evaluation, Public Policy, *Training Methods
Identifiers—Parenting, *Toddlers

This annotated bibliography provides references of practical use to those concerned with infant/toddler caregiving. While many of the works cited concern quality group care for infants and toddlers, some works cited deal specifically with parenting, the parent/child relationship, and activities parents may share with their very young children. In general, extensive references giving broad advice on the topic of child rearing have not been included. References concerning the entire preschool age span have been cited only when they are especially relevant for infant/toddler educators. Contents are organized in four topical sections: (1) background references to infant/toddler care and development; (2) testing and evaluation of infant/toddler development and education projects; (3) caregiver training and curriculum materials; and (4) concerns for those involved in infant/toddler caregiving programs. Citations preceded by an asterisk indicate documents available through the Educational Resources Information Center (ERIC) collection. Appended material describes how to obtain ERIC documents and lists the addresses of each of the 16 ERIC Clearinghouses. (Author/RH)

ED 219 126 PS 012 937
Almy, Millie And Others
Recent Research on Play: The Perspective of the Teacher.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0008
Note—43p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Development, Dramatic Play, Early Childhood Education, Guidelines, *Individual Differences, *Kindergarten Children, Literature Reviews, *Play, *Preschool Children, Preschool Curriculum, Pretend Play, *Teacher Role, Theories

This paper provides an extensive discussion of children's play, including examination of theoretical, developmental, measurement, and classroom or playgroup perspectives for teachers of children between the ages of 2 and 6 years. The first section offers a brief overview of theories of play and describes several distinguishing features of play, such as intrinsic motivation and attention to means rather than ends. The development of play behavior is discussed in the second section. Specific attention is given to sensorimotor play and, more extensively, to aspects of symbolic play such as self/other relationships, object substitution, and dramatic and constructive play. The third section discusses factors contributing to individual differences in play behavior: handicaps, gender, and childrearing influences. Suggestions as to how teachers can facilitate children's play are given in the fourth section; in addition, the problem of justifying the inclusion of play in the preschool curriculum is discussed. (RH)

ED 219 158 PS 012 978
Evans, Ellis D.
Children's Aesthetics.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Grant—400-78-0008
Note—59p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Aesthetic Education, Age Differences, *Child Development, *Children, Cross Cultural Studies, Early Childhood Education, *Individual Differences, Interviews, Literature Appreciation, Literature Reviews, Music Appreciation, *Research Methodology, Testing, Theories, Visual Arts
Identifiers—Aesthetic Judgement, *Aesthetic Response

Current knowledge and practice relating to young children's aesthetic development and education are reviewed in this state-of-the-art report. Beginning with a brief section highlighting theoretical problems and approaches to the psychological study of aesthetic response, the review subsequently describes three common strategies used in aesthetic research: the general methodology for experimental aesthetics, tests of aesthetic sensitivity, and the structured interview method. The third and largest section of the paper reviews a selection of arts studies concerning aesthetic development and education. The studies reviewed are organized into three clusters of research activity: (1) developmental studies emphasizing age-related trends in aesthetic response, (2) studies concerned primarily with individual and group differences in aesthetic response (excepting age), and (3) deliberate attempts to influence the course of aesthetic growth and development. Developmental studies reviewed include investigations of children's aesthetic response to stimulus complexity as well as their aesthetic discrimination and judgement. The discussion of intervention research focuses on aesthetic response training studies in addition to broader programmatic interventions. It is noted that all three streams of research activity are predominately oriented toward the visual arts. However, research focusing on music, literature, and related art forms is also discussed. (RH)

ED 220 178 PS 012 875
Goodnow, Jacqueline J. Burns, Ailsa
Factors Affecting Policies in Early Childhood Education: An Australian Case.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Grant—400-78-0008
Note—34p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advocacy, *Current Events, *Early Childhood Education, *Federal Regulation, Foreign Countries, Government Role, History, *Political Issues, *Public Policy, *Social Change
Identifiers—Australia, *Ideology, Interest Groups

People working in the area of early childhood, either as practitioners or as advocates, are often faced with the task of trying to make sense of federal and state policies. Adopting the approach that an historical perspective is necessary in order to understand the social context in which change or attempted change occurs, this paper presents a history of Australian events to illustrate variations in policies for young children and to sort out some of the factors that lie behind these variations. It is proposed that two factors contribute to such variations: one such factor has been termed "ideologies," describing the values people adopt, the categories within which they think, and the kinds of evidence or argument they find convincing. The second factor has been termed "the resources of interested parties," referring to the facilities available to the people seeking change or to the people who need to be persuaded. Four specific historical events which occurred in Australia during the 1970s illustrate these two factors; further conditions affecting the making and unmaking of policy are discussed. (MP)

ED 220 198 PS 012 999
Powell, Douglas R.
Enhancing the Effectiveness of Parent Education: An Analysis of Program Assumptions.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Grant—400-78-0008
Note—36p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Change, *Educational Trends, *Parent Education, *Program Design, *Program Effectiveness, Program Improvement, Standards, *Teacher Role
Identifiers—*Parenting

Questions about the effectiveness of parent programs are addressed in this paper, which is based on the premise that an important step toward improvement is the identification and clarification of assumptions which prompt and sustain specific program structure and operations. Selected major assumptions about the ways in which programs attempt to influence parents are discussed, and three dimensions of parent programs are examined in order to identify the relationship between prevailing assumptions and program practices: the expertise and role of the professional in working with parents, the development of program standards of good parenting, and conceptions of how parents change. As a preface to the analysis of these areas, current trends and developments in the parent education field are considered. (MP)

RC

ED 212 437 RC 013 172
Rodriguez, Richard Fajardo
The Mexican American Child in Special Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 82
Contract—400-78-0023
Note—48p.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $8.00 ea., 10% discount on larger quantities).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Cognitive Style, Educational Discrimination, Educational Legislation, Gifted, *Labeling (of Persons), Language Skills, Literature Reviews, Mexican American Education, *Mexican Americans, Parent Participation, Parent School Relationship, *Special Education, Special Education Teachers, *Teacher Education, *Testing, Test Interpretation
Identifiers—Culturally Different Students

The over-representation of minority group children, particularly Mexican Americans, in special education has been well documented. The use of standardized, norm-referenced, psychological assessment measures has created obstacles to the advancement of minority group individuals in American society. This is especially true since results from such measures are used as indicators of future accomplishments. The need for integration of cultural and linguistic characteristics into psychological assessment instruments is the challenge facing special education today. Although recent theoretical developments appear promising in terms of educational practice, they can only be as effective as those practitioners who apply the knowledge at the individual level. Therefore, the aspect of training becomes increasingly important, especially with the rapid development of theoretical and empirical knowledge concerning the educational achievement of minority group students, particularly Mexican Americans. (Author)

ED 212 438 RC 013 173
Wilson, Alfred P.
The Principalship in Rural America.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jan 82
Contract—400-78-0023
Note—69p.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $10.00 ea., 10% discount on larger quantities).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrator Responsibility, Career Guidance, Curriculum Development, Declining Enrollment, Inservice Education, Minority Groups, Office Management, *Personnel Management, Population Growth, *Principals, Professional Associations, *Professional Development, Program Evaluation, *Rural Education, Rural Schools, Scholarly Journals, *School Community Relationship, Special Education, Special Programs, Student Evaluation, Teacher Persistence

A review of relevant available literature divides the functions of rural principals into six categories (instruction/curriculum leadership, personnel guidance, school/community relations, administrative responsibilities, evaluation, professional improvement) and provides suggestions on helpful material for each. Recent research on principals and efforts concentrating on rural schools are briefly described. The section on instructional/curriculum leadership cites four perspectives on the topic, discusses the status quo and solutions, lists helpful books, and describes material for rural programs for students with special needs (gifted/talented, bilingual/non-English speaking, migrant/racial minority students; early childhood education; special education). Under personnel guidance, staff consideration (development, inservice training) and student consideration (career materials, discipline) are covered. The school/community relations chapter considers political skills, problems and dilemmas, community ownership of schools, and rapid growth. An evaluation section describes literature on evaluating student progress and effectiveness of programs. Under administrative responsibilities (primarily coordination) general handbooks for principals and some works on topics of importance to rural principals (rapid growth, declining enrollments, time/resource management, service agencies) are evaluated. The professional improvement section covers organizations, journals, inservice education, and other materials of interest. A major conclusion is that material specifically intended for rural principals is very scarce. (MH)

ED 213 549 RC 013 210
Minugh, Carol
Continuing a College Education: A Guide for the American Indian Student.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 82
Note—35p.; For related documents, see RC 013 211-212.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $4.50 ea., $10.00/set of 3, 10% discount on 20 or more).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), American Indian Education, *American Indians, *College Transfer Students, Higher Education, *Student College Relationship, *Student Needs, Student Placement, *Student Responsibility, Transfer Policy, Transfer Students

The first in a 3-part series developed to assist the American Indian student in transferring successfully from a 2-year community college to a 4-year college or university, this handbook consists of 4 sections which answer the following questions: How do I prepare to transfer to a 4-year college or university? What must I do after the college/university has officially accepted me? How do I choose my courses and instructors? What can I do to insure success? Section I identifies sources of information (college advisors, professionals in the chosen field of study, school directories, tribal education offices), factors affecting the choice of institution (success of other Indians at the school, acceptance of transfer credits, presence of Indian faculty and courses, distance from home), and steps necessary prior to transferring. Section II provides suggestions for budgeting, housing, transportation, food, clothing and household necessities, and additional income after the college/university has accepted the transfer student. Section III recommends working closely with an advisor to plan a course of study to meet all graduation requirements. Section IV outlines elements important to college success: study habits, use of libraries, planning social life, and taking care of mind and body. (NEC)

ED 213 550 RC 013 211
Minugh, Carol
Continuing a College Education: A Guide for the Family of the American Indian Student.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 82
Note—22p.; For related documents, see RC 013 210 and RC 013 212.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $4.50 ea., $10.00/set of 3, 10% discount on 20 or more).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), *American Indian Education, *American Indians, *College Transfer Students, Culture Conflict, *Family Involvement, Higher Education, Parent Attitudes, *Parent Participation, Parent Role, Parent School Relationship, *Parent Student Relationship

The second of a 3-part series to assist American Indian students to transfer successfully from 2-year community colleges to 4-year colleges or universities, this handbook is designed to help parents understand what their son or daughter is experiencing at college and to provide specific suggestions for parents and family to help the student be successful. Section I, understanding the college/university student, discusses homesickness, participation in school activities, demands on students' time and money, and conflicts over leaving family responsibilities. Section II, understanding college/university requirements, emphasizes the importance of complying with school deadlines (attending classes, writing papers, taking tests); maintaining grades; establishing healthful eating, exercise, and social habits; and becoming financially responsible. Section III suggests that parents can help students be successful by recognizing that the decision to attend college is honorable; having special family and/or tribal celebrations to show pride in the student's accomplishments; maintaining regular contact through letters, telephone calls, and visits; and encouraging and supporting the student's own decisions. Section IV explores dimensions of the future for successful students, including employment both in and outside the Indian community, the honor brought to the family through the successful graduate, and the challenge to provide an example to Indian youth. (NEC)

ED 213 551 RC 013 212
Minugh, Carol
Continuing a College Education: A Guide for Counseling the American Indian Student.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 82
Note—25p.; For related documents, see RC 013 210-211.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, $4.50 ea., $10.00/set of 3, 10% discount on 20 or more).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), American Indian Education, *American Indians, *College Transfer Students, *Counseling Services, Counselor Attitudes, Counselor Client Relationship, *Counselor Role, *Educational Counseling, Helping Relationship, Higher Education, Student Characteristics, *Student Needs

The last of a 3-part series, this handbook is designed to assist counselors in helping the American Indian student transfer successfully from a 2-year community college to a 4-year college or university. Section I characterizes the American Indian transfer student as being older than the average transfer student, likely to have a spouse and family, likely to be leaving a home community or reservation for the first time, and having conflicts about his relationship as an Indian in the majority culture. Section II describes assistance the counselor can provide in the areas of admissions, financial aid, budgeting, housing, and career counseling. Section III emphasizes the importance of the attitudes of the counselor toward the transfer student, the powerful influence for success the counselor can have on the student, and the need to be straightforward and honest in communicating with the student. Section IV suggests ways the counselor can help the student handle discrimination. Section V recommends that counselors of Indian students be involved with the school's Indian Club or other organizations for Indian students on campus. The handbook also contains an annotated list of 8 documents, all available in microfiche and/or paper copy through the ERIC system, which counselors may find useful. (NEC)

ED 213 568 RC 013 246
Gonzalez, Ramon, Comp.
Migrant Parents' Rights and Responsibilities: A Handbook = Manual de los Derechos y las Responsabilidades de Padres Migrantes.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 82
Contract—400-78-0023
Note—75p.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 ($9.50 ea., 10% discount on quantities of 20 or more).
Language—English; Spanish
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Advisory Committees, *Confidentiality, Educational History, Educational Legislation, Federal Regulation, Glossaries, *Migrant Education, Parent Grievances, *Parent Responsibility, Parent Role, *Parent School Relationship, Student Records
Identifiers—Elementary Secondary Education Act Title I, Family Educational Rights and Privacy Act 1974, Migrant Student Record Transfer System, *Parent Advisory Councils, *Parent Rights

Written in English and Spanish, the handbook is intended to (1) provide useful information from numerous sources to school administrators, education program staff, and home-school liaison personnel; and (2) assist school staff in informing migrant parents about their rights and responsibilities, both as members of parent advisory councils (PACs) and as individuals, in their children's education. Topics include: the history of the Elementary and Secondary Education Act Title I, the Migrant Amendment, and the PACs; migrant education regulations pertaining to client identification and the Migrant Student Record Transfer System; the role of parents and the PACs in migrant education; how parents can demand their rights; parents' responsibility as members of the PAC; complaint procedures if the migrant education program is not providing adequate services; the parents' right to inspect their child's school records; the right of other individuals to migrant children's records; records maintained by the school on migrant children; and parents' rights if the privacy of their children's records is violated. The handbook includes a question-and-answer section, three examples of written complaints, a glossary of terms commonly used in migrant education, a list of references used in the handbook, and a 6-item bibliography of other useful publications. (NQA)

ED 215 856 RC 013 368
Smarte, Lynn
Empezando una Coleccion ERIC (Starting an ERIC Collection).
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0023
Note—35p.; For related document, see RC 013 369.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (while supply lasts).
Language—Spanish
Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cost Estimates, *Databases, *Educational Resources, *Library Acquisition, Library Equipment, Library Materials, Microfiche, Online Systems, Reference Materials, *Reference Services, Research Tools
Identifiers—*ERIC

Written in Spanish, this booklet explains how to start an ERIC collection in a library or information center. Three levels of collections are described: minimal, intermediate, and complete. A minimal collection is discussed in terms of the necessary materials (Resources in Education–RIE, Current Index to Journals in Education–CIJE, Thesaurus of ERIC Descriptors), physical requirements, equipment, foreign and domestic estimated costs, and access to actual copies of RIE documents and journal articles. The ERIC microfiche collection, physical requirements, equipment, and domestic and foreign estimated costs involved in starting an intermediate collection are described. A complete collection is discussed in terms of the costs and one of its components (computer search services). Three ways an agency can offer computer access to ERIC are described: another agency runs the search, the agency contracts with a commercial vendor and runs the searches itself, or the agency purchases the ERIC-TAPES and runs the searches on its own computer. Directories, indexes, and other tools which can enhance any collection, and ERIC training and orientation materials are briefly described. A listing of the ERIC clearinghouses and their locations conclude the booklet. (NQA)

ED 215 857 RC 013 369
ERIC Enfocado (All About ERIC).
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-78-0023
Note—46p.; For related document, see RC 013 368.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (while supply lasts).
Language—Spanish
Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, Clearinghouses, *Databases, Educational Resources, Information Retrieval, *Information Systems, Instructional Materials, *Online Systems, Reference Materials, *Reference Services, Research Tools, *Search Strategies
Identifiers—*ERIC

Written in Spanish, this booklet describes the ERIC (Educational Resources Information Center) system, who uses ERIC and why, and how to use ERIC. Brief descriptions of the 16 clearinghouses and the services of the ERIC Processing and Reference Facility, ERIC Document Reproduction Service, Oryx Press, and the U. S. Government Printing Office are provided, along with their full addresses and telephone numbers. Following a discussion of the three basic reference tools which are used to locate information in the ERIC data base–Resources in Education (RIE), Current Index to Journals in Education (CIJE), and the Thesaurus of ERIC Descriptors–are step-by-step examples of a manual search and a computer search. How to obtain copies of documents and articles cited in RIE and CIJE, and how to submit materials to the ERIC data base are discussed. A copy of the Reproduction Release form, which grants ERIC permission to reproduce and disseminate the document, is included. Other print and micrographic products to facilitate user awareness of and access to information in the ERIC data base are grouped according to the organization from which they are available and briefly described. Order forms for each organization conclude the booklet. (NQA)

SE

ED 210 174 SE 035 861
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Volume 14, Number 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date—81
Note—70p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Journal Cit—Investigations in Mathematics Education; v14 n4 Fall 1981
Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Abstracts, Annotated Bibliographies, Cognitive Development, Educational Research, Elementary Secondary Education, Females, *Learning, Mathematics Anxiety, *Mathematics Education, *Mathematics Instruction, Student Characteristics, Teaching Methods
Identifiers—*Mathematics Education Research

Presented are abstracts and analyses of eleven research reports related to mathematics education. Five deal with aspects of learning theory, three with classroom practices, and one each on student characteristics, cognitive development, and mathematics anxiety. Research related to mathematics education which was reported in RIE and CIJE between April and June 1981 is also listed. (MP)

ED 211 339 SE 035 950
Sacks, Arthur B., Ed. And Others
Current Issues in Environmental Education and Environmental Studies, Volume VII: Selected Papers from the Annual Conference of the National Association for Environmental Education (10th, Gilbertsville, Kentucky).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Troy, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-78-0004
Note—227p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.50).
Pub Type—Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Attitude Measures, *Conservation Education, Curriculum Development, Elementary Secondary Education, *Energy, *Environment, *Environmental Education, Instructional Development, Nonformal Education, Postsecondary Education, *Program Descriptions, Science Education, Surveys, Training Methods

Identifiers—*Environmental Education Research

Three major sections comprise these proceedings of the 1981 Conference of the National Association for Environmental Education. Section I contains four addresses on environmental issues by guest speakers and two symposia, one on synfuels, and the other on acid rain. The twelve essays in Section II give the practitioner's perspective on environmental education programs, approaches, and issues. The final section, research and evaluation, offers seven articles reporting present analysis of environmental education research problems. (DC)

ED 212 463 SE 035 965

Kieren, Thomas E., Ed.

Recent Research on Number Learning.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—May 80

Contract—400-78-0004

Note—175p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.-75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Arithmetic, Cognitive Development, *Cognitive Processes, *Developmental Psychology, Educational Psychology, Educational Research, Elementary Secondary Education, *Learning Theories, *Mathematics Education, *Mathematics Instruction, Models, *Number Concepts, Psychology

Identifiers—*Mathematics Education Research

Presented are materials related to the work of the Number and Measure and Rational Numbers working group of the Georgia Center for the Study of the Learning and Teaching of Mathematics. Much of the content reports on attempts to bring constructs from developmental psychology and mathematics to bear in understanding children's ideas of number and measure. The reports included are thought to reflect a stage in a sequence of work, and are presented as a bridge between some of the ideas developed at a 1975 conference and on-going work. Seven individual research reports in mathematics education are included: (1) An Explication of Three Theoretical Constructs from Vygotsky; (2) Quantitative Comparisons as a Readiness Variable for Arithmetical Content Involving Rational Counting; (3) Language and Observation of Movement as Problem Solving Transformation Facilitators Among Kindergarten and First-Grade Children; (4) Aspects of Children's Measurement Thinking; (5) The Rational Number Construct, Its Elements and Mechanisms; (6) Seventh-Grade Students' Ability to Associate Proper Fractions with Points on the Number Line, and (7) The Relationship of Area Measurement and Learning Initial Fraction Concepts by Children in Grades Three and Four. (MP)

ED 212 478 SE 036 089

Wagner, Sigrid, Ed. And Others

Modeling Mathematical Cognitive Development.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Contract—400-78-0004

Note—152p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.-50).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Abstract Reasoning, *Cognitive Development, *Cognitive Processes, Individual Characteristics, Information Processing, *Learning Theories, *Mathematics Education, Mathematics Instruction, *Models, Problem Solving, Psychological Characteristics

The papers contained in this document were originally presented at the May 1978 conference on Modeling Mathematical Cognitive Development sponsored by the Models of Learning Mathematics Working Group of the Georgia Center for the Study of Learning and Teaching Mathematics. Most have been revised to reflect comments and suggestions made at the meeting. The view of models presented includes the thinking of representatives of psychology, science, educational psychology, and philosophy, as well as mathematics educators. The efforts of those outside of mathematics education towards modeling as represented in this work are seen to be of great assistance in moving towards better models. Individual papers are titled: (1) What is a Model? Modeling and the Professions; (2) The Conception and Perception of Number; (3) Cognitive Microanalysis: An Approach to Analyzing Intuitive Mathematical Reasoning Processes; (4) An Information Processing Approach to Research on Mathematics Learning and Problem Solving; and (5) Reflections of Interdisciplinary Research Teams. Reactions to the first four titles are included. (MP)

ED 212 498 SE 036 247

Suydam, Marilyn N.

Mathematics Education Reports. Unpublished Instruments for Evaluation in Mathematics Education: An Annotated Listing, 1974-1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0004

Note—166p.; For related document, see ED 086 518.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.-75).

Pub Type—Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Achievement Tests, Annotated Bibliographies, Attitude Measures, Cognitive Tests, College Mathematics, Creativity Tests, Diagnostic Tests, Elementary Secondary Education, Higher Education, *Mathematics Achievement, *Mathematics Instruction, *Quantitative Tests, *Research Tools, Teacher Education, Testing

Identifiers—*Mathematics Education Research

Non-commercial investigator-developed tests and other instruments to assess mathematical instruction, reported in journals, dissertations, and ERIC documents from 1974 through mid-1981, are listed. For approximately 90 instruments, information on content, format, sample, reliability, correlations, and validity is included, as well as references. Other instruments for which only partial information was available are also cited on a supplementary list, followed by a list of references for this supplement. An index lists instruments by cognitive topic or as affective assessment or teaching analysis tools. An index of authors and educational levels concludes the document. (No instruments included.) (MP)

ED 212 504 SE 036 392

Cohen, Michael R., Comp. Flick, Larry, Comp.

Expanding Children's Thinking Through Science, CESI Sourcebook II.

Council for Elementary Science International.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0004

Note—153p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.-00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Creative Activities, Creativity, Divergent Thinking, *Elementary School Science, Elementary School Students, Elementary Secondary Education, Middle Schools, *Problem Solving, *Science Activities, Science Education, Visual Learning

This is the second sourcebook that has been produced by members of the Council of Elementary Science International (CESI) in cooperation with the ERIC Clearinghouse for Science, Mathematics, and Environmental Education. This sourcebook is focused on activities designed to enhance children's thinking. Activities emphasizing creativity, inventiveness, visual thinking, and problem solving have been made available to teachers so the activities can be easily incorporated into the teacher's lesson plans. Each activity includes the title, focus (a short description of the concepts and/or skills developed by the activity), challenge or problem posed to students, background information (if needed), a list of materials, suggestions for implementation, further challenges, and references. (Author/PB)

ED 212 505 SE 036 411

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education, Vol. 15, No. 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date—82

Note—71p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 each).

Journal Cit—Investigations in Mathematics Education; v15 n1 Win 1982

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Calculators, *Cognitive Processes, Educational Research, Elementary Secondary Education, *Learning Theories, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Sex Differences, Teaching Methods

Identifiers—*Mathematics Education Research

Twelve research reports related to mathematics education are abstracted and analyzed. Three of the reports deal with aspects of learning theory, two with student characteristics, and one each with calculators, problem solving, secondary mathematics curriculum changes in Australia, sex differences, teaching methods, and tutoring strategies. The document opens with an editorial comment on Mathematics Education Research, focusing on some of the expectations, problems, and directions. Mathematics Education Research reported in RIE and CIJE between July and September 1981 is listed. (MP)

ED 213 594 SE 036 391

White, Arthur L., Ed. Blosser, Patricia E., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (55th, Lake Geneva, Wisconsin, April 5-8, 1982).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0004

Note—162p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (4.00).

Pub Type—Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Cognitive Development, Concept Formation, *Conference Papers, Elementary Secondary Education, Higher Education, Learning, *Problem Solving, Professional Associations, *Science Education, Teacher Education

Identifiers—National Assn for Research in Science Teaching, *Science Education Research

Abstracts of most of the papers presented at the 55th annual meeting of the National Association for Research in Science Teaching (NARST), held at the Abbey, Lake Geneva, WI, April 5-8, 1982 have been collected in this publication. Papers relate to such topics as teacher education: preservice and inservice, cognitive development, research techniques, metaanalysis, science learning and instruction, science education research in foreign countries, reasoning and problem solving, and science curriculum. (PEB)

ED 214 752 SE 035 951

Bowman, Mary Lynne

Teaching Natural Resource Management Through Environmental Education Activities.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0004

Note—197p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.50).

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Attitudes, *Conservation Education, *Curriculum, Elementary Secondary Education, *Environmental Education, Mathematics, *Natural Resources, Sciences, Social Sciences, *Supplementary Reading Materials, Values

Identifiers—*Natural Resources Management

This publication presents a variety of participation oriented environmental education activities for teaching natural resources education. Activities are divided into five categories: (1) Elementary School Activities; (2) Elementary-Junior High School Activities; (3) Junior High School Activities; (4) Junior-Senior High School Activities; and (5) Senior High School Activities. Most activities include a purpose, level, subject areas, reference of the source of the activity, and the activity itself. A variety of experiences are included for most school subject areas. (RH)

ED 214 759 SE 036 393

Staver, John R., Ed.

An Analysis of the Secondary School Science Curriculum and Directions for Action in the 1980's. 1982 AETS Yearbook.

Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—Dec 81

Contract—400-78-0004

Note—193p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Attitudes, Curriculum Development, Inservice Teacher Education, *Problem Solving, *Science Curriculum, Science Education, Science Instruction, *Scientific Literacy, Secondary Education, *Secondary School Science, *Student Motivation, Yearbooks

The 1982 Yearbook of the Association for the Education of Teachers in Science (AETS) is the second in a series of three AETS yearbooks in which Ralph Tyler's 1949 curriculum rationale is used to analyze science curriculum. This publication is focused on the secondary school science curriculum (the 1981 yearbook was concerned with teaching science to middle school students). The 1982 Yearbook is divided into three major sections. Section I contains an examination of Tyler's model as it relates to the current status of science education, which is also discussed in this section. Section II contains six chapters whose authors have used Tyler's model to examine specific aspects of the science curriculum: scientific literacy, problem solving, student motivation, social and political factors affecting the science curriculum, and changing instructional practice, as well as implications for continuing education for science educators. (PB)

ED 214 762 SE 036 446

Iozzi, Louis A.

Research in Environmental Education 1971-1980.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0004

Note—426p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($15.00).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Achievement, Attitudes, Behavior, Curriculum, Educational Research, Elementary Secondary Education, Environment, *Environmental Education, Higher Education, Instruction, Instructional Materials, Learning, Natural Resources, Outdoor Education, Teacher Education, Values

Identifiers—*Environmental Education Research

This publication contains summaries of items on the literature related to environmental education research found in professional journals, doctoral dissertations, and the fugitive literature. The fugitive literature was obtained primarily through a search of ERIC materials. The publication was prepared by the National Commission on Environmental Education Research of the National Association for Environmental Education in cooperation with ERIC/SMEAC. Summaries are listed by type of literature (journal and yearbook papers, dissertations, and fugitive literature). Descriptor and author indexes are included. While the documentation efforts of these groups are continuing, this is the most complete single reference to literature on environmental education research available at this time for the years 1971-1980. (RH)

ED 214 763 SE 036 447

Suydam, Marilyn N. Weaver, J. Fred

Using Research: A Key to Elementary School Mathematics. 1981 Revision.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0004

Note—132p.; For related document, see ED 120 013.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, Educational Research, Elementary Education, *Elementary School Mathematics, *Literature Reviews, Mathematical Concepts, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Mathematics Materials, Problem Solving, Student Attitudes, Teaching Methods

Identifiers—*Mathematics Education Research

This document consists of eleven bulletins which present answers to questions about research on the teaching and content of elementary school mathematics, K-8. The bulletins are revisions of a set originally published in 1970 and revised in 1975. Specific research findings on eleven topics are cited with selected references. Titles are: (1) Attitudes and Anxiety; (2) Organizing the School Program for Instruction; (3) Promoting Effective Learning; (4) Differentiating Instruction; (5) Instructional Materials and Media; (6) Addition and Subtraction with Whole Numbers; (7) Multiplication and Division with Whole Numbers; (8) Rational Numbers: Fractions and Decimals; (9) Measurement, Geometry, and Other Topics; (10) Verbal Problem Solving; and (11) Planning for Research in Schools. The material is indexed by the questions answered in the bulletins as an aid to reference. (MP)

ED 215 859 SE 036 395

Higgins, Jon L. Kirschner, Vicky

Calculators, Computers, and Classrooms.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 81

Contract—400-78-0004

Note—196p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Calculators, Computer Assisted Instruction, *Computer Literacy, Elementary School Mathematics, *Elementary Secondary Education, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Microcomputers, *Problem Solving, Secondary School Mathematics, Simulation

Suggestions for using four-function calculators, programmable calculators, and microcomputers are considered in this collection of 36 articles. The first section contains articles considering general implications for mathematics curricula implied by the freedom calculators offer students from routine computation, enabling them to focus on results and relationships, and is balanced by Section Two, exploring inappropriate ways calculators can be used. Freedom from thinking about routine calculations provides freedom for thinking about problem solving is the theme of Section Three. Articles in Section Four include some specific lesson ideas for using calculators in the classroom. Section Five focuses on programmable calculators. Section Six contains articles which consider ways in which microcomputers can be introduced into schools, addressing physical, economic, and political issues. Section Seven explores implications of the computer on mathematics curricula, considering both new topics and new approaches to old topics (such as computer assisted instruction). Computer literacy is the theme of Section Eight, suggesting that although all students need to know about computers, "what" they need to know is debatable. The ability to simulate real-world events (computer simulations) is considered in the final section, suggesting that this ability opens new areas for mathematical exploration. (Author/JN)

ED 215 901 SE 037 268

Suydam, Marilyn N. Kasten, Margaret L.

Investigations in Mathematics Education. Expanded Abstracts and Critical Analyses of Recent Research.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—82

Note—73p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 each).

Journal Cit—Investigations in Mathematics Education; v15 n2 Spr 1982

Pub Type— Reports - Research (143) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, *Educational Research, Elementary Secondary Education, Instruction, *Learning Theories, *Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Sex Differences, Teaching Methods

Identifiers—*Mathematics Education Research

Mathematics education research from fourteen studies is abstracted and critiqued in this publication. Six cover aspects of instructional practice, four deal with points in learning theory, two with problem solving, and one each with calculators and sex differences. Research in mathematics education as reported in CIJE and RIE from October to December 1981 is also noted. (MP)

ED 215 905 SE 037 367

Blosser, Patricia E. Mayer, Victor J.

Investigations in Science Education, Volume 8, Number 1, 1982.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date—82

Note—82p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75 single copy, $6.00 per year subscription price).

Journal Cit—Investigations in Science Education; v8 n1 1982

Pub Type— Guides - Non-Classroom (055) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Attitudes, *Cognitive Development, Educational Research, Elementary Secondary Education, Higher Education, Methods Courses, *Preservice Teacher Education, Science Curriculum, *Science Education, Science Instruction, Teacher Behavior
Identifiers—*Science Education Research

This issue of Investigations in Science Education contains articles about attitude research in science education. It contains the critiques of nine articles about attitude research as well as three responses to critiques. One response relates to a critique published in an earlier issue while the other two responses are paired with the critiques that provoked the response. One critique-response pair relates to attitude research; the other pair, to research related to cognitive development. Topics related to attitude research vary and include attitude assessment as well as studies of the effects of attitudes of students on instruction in science. (PEB)

ED 216 891 SE 037 813
Blosser, Patricia E., Ed. Mayer, Victor J., Ed.
Investigations in Science Education. Volume 8, Number 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date—82
Note—84p
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75 single copy, $6.00 per year subscription price).
Journal Cit—Investigations in Science Education; v8 n2 1982
Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cognitive Development, *College Science, Computer Assisted Instruction, Concept Formation, Educational Research, Elementary Secondary Education, Higher Education, Reading Comprehension, Reading Readiness, Science Education, *Science Instruction, Science Laboratories
Identifiers—*Science Education Research

Volume 8, No. 2 of Investigations in Science Education contains critiques of articles dealing with science education research about various aspects of instruction. Also included are five responses from authors of articles to critiques of their work as it has been reported in professional journals. In total, this volume contains 10 critiques and five responses to critiques. The student differences, instruction and reading comprehension, relationship of curriculum materials to student self-concept, the use of concrete exemplars in teaching chemistry, the effectiveness of computer simulated laboratory experiences, student cognitive structure and the structure of science concept, and the ability to distinguish between teleological and causal explanations. (PEB)

ED 219 248 SE 038 746
Suydam, Marilyn N., Ed.
Research on Mathematics Education Reported in 1981.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISSN-0021-8251
Pub Date—Jul 82
Contract—400-78-0004
Note—85p.
Journal Cit—Journal for Research in Mathematics Education; v13 n4 Jul 1982.
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Abstracts, Achievement, Annotated Bibliographies, Attitudes, *Doctoral Dissertations, *Educational Research, Elementary Secondary Education, Higher Education, Learning Theories, Mathematics Achievement, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Periodicals
Identifiers—*Mathematics Education Research

This is the 12th annual listing of research on mathematics education. The research noted is alphabetically organized by author(s) within the following three categories: (1) research summaries; (2) journal-published reports; and (3) dissertation abstracts. Grade or age level is indicated for each reference. Included in the listing are studies in which mathematics education was not the sole or primary focus of research. While most of these peripheral studies are not annotated, those specific to mathematics are. Most annotations indicate one principle finding of the study. A list of the journals searched is provided, and the number of references from each cited journal is noted. An index of general topics is appended to help readers locate studies of particular interest. (MP)

ED 221 360 SE 039 116
Blosser, Patricia E., Ed. Mayer, Victor J., Ed.
Investigations in Science Education, Volume 8, Number 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—80p.
Available from—Information Reference Center (ERIC/IRC). The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Journal Cit—Investigations in Science Education; v8 n3 1982
Pub Type— Guides - Non-Classroom (055) — Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement, *Cognitive Processes, College Science, Concept Formation, Educational Research, Elementary School Science, Elementary Secondary Education, Engineering, Females, Higher Education, Science Curriculum, *Science Education, *Science Instruction, Secondary School Science, *Student Characteristics, *Teacher Education
Identifiers—Cognitive Preference, *Science Education Research

Abstractor's analyses of science education research studies are presented in this issue of Investigations in Science Education. The first group of studies relates to research on teacher education (priority of perceived needs common to science teachers and how these might be used to develop inservice programs, determining the level of awareness and use of population education materials by teachers, and behaviors of preservice elementary teachers attempting to acquire science process skills). The second group focuses on achievement (teaching-learning model used with culturally deprived students and predicting success of college biology students using the Cloze test). The third grouping focuses on cognitive variables (mathematical model of concept learning applied to science instruction, cognitive preferences of talented science students, relationship between academic performance and school-related affective characteristics of 12-year-olds, and modification of cognitive style of graduate students). Studies addressing the effect of women students in engineering on their institution's resources (Do women engineering students present different problems for their colleges-/universities than do male students?), science interests of junior high school students, and science needs assessment for use with elementary school teachers are analyzed in the final section. (Author/JN)

ED 221 365 SE 039 122
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Volume 15, Number 3. Expanded Abstracts and Critical Analyses of Recent Research.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—72p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Journal Cit—Investigations in Mathematics Education; v15 n3 Sum 1982
Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Calculators, *Cognitive Processes, Educational Research, Elementary Secondary Education, *Evaluation Methods, Higher Education, Learning Theories, *Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, Student Attitudes, Testing
Identifiers—*Mathematics Education Research

Fourteen research reports related to mathematics education are abstracted and analyzed. Five studies deal with aspects of mathematics instruction, and there are four reports each on mathematics achievement and on two cognitive processes. The remaining items concern calculators, attitudes, and aptitude-treatment interaction. Research related to mathematics education reported in CIJE and RIE between January and March 1982 is also noted. (MP)

ED 221 366 SE 039 123
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Volume 15, Number 4. Expanded Abstracts and Critical Analyses of Recent Research.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—72p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Journal Cit—Investigations in Mathematics Education, v15 n4 Win 1982
Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cognitive Development, Educational Research, Elementary Secondary Education, Higher Education, *Learning Theories, Mathematics Achievement, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Spatial Ability
Identifiers—*Mathematics Education Research

The document opens with an editorial comment discussing the role of mathematics in teaching and learning. Then, 13 reports related to mathematics education are abstracted and analyzed. Three of the reports deal with problem solving, and another three look at aspects of cognitive development. There are two each on mathematics instruction, mathematics achievement, and learning theory. The remaining report deals with spatial perception. Research related to mathematics education as reported in CIJE and RIE between April and June 1982 is also noted. (MP)

SO

ED 210 234 SO 013 750
Singleton, Laurel R., Ed.
Data Book of Social Studies Materials and Resources, Volume 7.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89994-264-4
Pub Date—82
Contract—400-78-0006
Note—177p.; For a related document, see ED 196 790.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage

Descriptors—*Content Analysis, Elementary Secondary Education, *Instructional Materials, Media Selection, Nonprint Media, Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

This publication contains analyses of elementary and secondary social studies textbooks, supplementary classroom materials, and teacher resource materials. The purpose of the publication is to provide analyses of curriculum materials which will allow K-12 school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, schools, and community. The kind of information provided in each analysis includes purpose, intended users and uses, content, and teaching methods. Some evaluative information is also included. The analyses of curriculum materials are divided into sections by grade level. The first major section of the book describes elementary textbooks and multimedia or supplementary materials. The second major section of the book is devoted to the secondary (7-12) curriculum. Textbooks are analyzed along with filmstrips and other supplementary materials. The third section includes short analyses of teacher resource materials, most of which provide practical suggestions and ideas for classroom teachers. The fourth section contains abstracts of ERIC documents. There are several indexes to the publication–author/editor/developer, grade level, publisher, and subject area. The publication concludes with a list of publishers' addresses. (Author/RM)

ED 213 631 SO 013 896

Beyer, Barry K., Ed. Gilstrap, Robert, Ed.

Writing in Elementary School Social Studies.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89994-267-9

Pub Date—82

Contract—400-78-0006

Note—205p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

ED[illegible] Price - MF01/PC09 Plus Postage.

De[illegible]tors—Case Studies, Classroom Environment, Educational Research, Elementary Education, Models, Self Concept, *Social Studies, *Teaching Methods, Writing Instruction, Writing Readiness, Writing Research, *Writing Skills

This book is designed to provide elementary school teachers with information, suggestions, and models for using writing in the social studies, from early primary to middle grades. There are four major chapters to the book. Chapter I is titled "Research on the Teaching of Writing." The articles in this first section move from a survey of research in writing to a survey of classroom practice in the use of writing in elementary school social studies and finally to a specific classroom study that integrates the two areas and presents specific implications for the study and teaching of writing. Chapter II is titled "Developing Readiness in Writing." The first two articles stress two important aspects of a classroom environment that nurtures and supports student writing. The remaining five articles describe techniques such as interviewing, exploring the past, and brainstorming that teachers can use to initiate writing. The title of Chapter III which contains seven articles is "Using Writing to Learn Social Studies Content." The articles describe ways in which writing can be used to help students learn social studies information or develop social studies generalizations. Another describes how writing can be used to conduct simulated field trips in the social studies classroom. The title of Chapter IV is "Combining Writing with Social Studies." Discussed are three essential supports for a successful program: a detailed curriculum guide, inservice teacher training, and cooperative teacher/administrator assessment procedures. The book also cites related resources in the ERIC system. (Author/RM)

ED 214 837 SO 013 968

Helburn, Suzanne W. Davis, James E.

Preparing to Teach Economics: Approaches and Resources. Revised and Expanded Edition.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89994-268-7

Pub Date—82

Contract—400-78-0006

Note—111p.; Some pages may not reproduce clearly from EDRS in papercopy or microfiche due to broken print type throughout original document.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($7.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Concept Formation, Concept Teaching, Curriculum Design, Curriculum Development, Economics, *Economics Education, *Models, Organizations (Groups), *Resource Materials, Secondary Education, *Teaching Methods

The purposes of this teaching handbook are to provide building blocks necessary for developing a course of study for secondary students in economics and to present resources and references. It is arranged in seven sections. An introductory section describes some economic organizers–the models structure and methods of analysis–that are useful for high school teaching. Section two gives short summaries of the major approaches and rationales for teaching economics, and of different schools of economic thought. Section three describes different approaches to teaching and highlights the importance of motivating students. A series of teaching strategies involving students in active learning is the focus of section four. Section five offers some guidelines for examining economics curriculum materials and reviews a number of resources that form the basis of an economics teacher's personal library. Organizations that offer resources and services for economic educators are identified in section six. The final section provides a selective list of up-to-date resources in the Educational Resources Information Center (ERIC) data base. (Author/NE)

ED 216 949 SO 013 992

Haley, Frances, Ed.

Guide to Selected Ethnic Heritage Materials: 1974-1980.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Report No.—ISBN-0-89994-271-7

Pub Date—82

Contract—300-810-046; 400-78-0006

Note—135p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($7.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Alaska Natives, American Indians, Blacks, Chinese Americans, Community Education, *Curriculum Evaluation, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Filipino Americans, Greek Americans, Italian Americans, Japanese Americans, Jews, Polish Americans, Program Descriptions

Identifiers—Chicanos, *Ethnic Heritage Studies Program

Selected materials produced by Title IX Ethnic Heritage Studies Program projects, funded from 1974 through 1978, are evaluated in this catalog. The materials were selected by three panels of evaluators using three areas of criteria: (1) appropriateness for use in learning situations; (2) ethnic authenticity of content, and (3) technical quality for potential dissemination. An introduction describes the purpose of the evaluation project, development of evaluation instruments, selection of panelists who evaluated materials, and process and results of the evaluation. One hundred and two projects (comprised of 438 pieces of materials) are evaluated. These evaluations are organized by state or territory and, within each state or territory, by the institution that received the grant. Headings for each entry include information on the project title and address, name of project director, ethnic group or groups on which the project focused, audience and grade level for the project, the project's subject (curricular) area, the format of the materials developed (i.e., print or nonprint), the amount of funding, the titles of materials accepted, and availability information for each piece of material. The heading information is followed by a description of the project materials. The final and major portion of the entry for each project presents evaluative comments and suggestions made by members of the three panels. Four indexes facilitate use of the analyses–ethnic group, geographic area, subject area, and materials titles. Appendices include evaluation instruments and a list of Ethnic Studies projects. (Author/NE)

ED 221 448 SO 014 285

Greenawald, G. Dale Superka, Douglas P.

Evaluating Social Studies Programs: Focus on Law-Related Education.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89994-277-6

Pub Date—82

Contract—300-800-01; 400-78-0006

Note—164p.; Some pages may not reproduce clearly in microfiche or paper copy due to small and light print type.

Available from—SSEC Publications, 855 Broadway, Boulder, CO 80302 ($14.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Activities, Curriculum Evaluation, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Legal Education, Models, Program Effectiveness, *Program Evaluation, *Social Studies, Teacher Education, Teacher Workshops

A general evaluation model and workshop activities to help law-related education (LRE) project personnel develop and implement evaluation plans for their projects are provided. The model and activities, however, are applicable to other areas of the social studies as well. The first section of the handbook presents a model for evaluating LRE projects, giving an overview of the evaluation process and suggestions for planning and conducting an effective program evaluation. The second, and major, section includes specific activities that can be used to teach the concepts and skills necessary for effective evaluation of LRE programs. Detailed lesson plans are provided on a variety of topics, including how to determine priorities, how to state objectives, how to use Likert scales to evaluate student attitudes, how to use interviews to collect teacher and student data, and how to analyze and report data. An annotated bibliography of general evaluation resources concludes the handbook. Appendices contain sample agendas for evaluation workshops and a list of LRE projects that have developed instrumentation for use in their own evaluations. This list is keyed to the grade level/purposes for which the instrumentation was developed. (RM)

ED 221 449 SO 014 286

Morrissett, Irving, Ed.

Social Studies in the 1980s. A Report of Project SPAN.

Association for Supervision and Curriculum Development, Alexandria, Va.; ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C. Directorate for Science Education.

Report No.—ISBN-0-87120-114-3

Pub Date—81

Contract—400-78-006

Note—157p.

Available from—SSEC Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($8.75); Association for

Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (ASCD Stock No. 611-82270, $8.75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Curriculum, Educational History, •Educational Needs, Educational Objectives, •Educational Practices, •Educational Trends, Elementary Secondary Education, Futures (of Society), Problems, •Social Studies, State of the Art Reviews, Teachers

Selected and condensed portions of five reports prepared by Project SPAN (Social Studies Priorities, Practices, and Needs) are presented. The purpose of Project SPAN was to describe and assess the current and recent state of social studies/social science education, designate desired states to which social studies might or should aspire, and shape recommendations as to how those desired states might be approached. There are four sections. The first section, drawn mostly from the conclusion of an extensive report written by Hazel Whitman Hertzberg as historical background for the project, describes efforts to reform social studies during the period 1880-1980. The second section focuses on the current state of five critical elements in social studies programming and instruction: rationales, goals, and objectives; curriculum patterns; curriculum materials; teachers; and instructional practices. The third section, "The Future of Social Studies," describes in some detail the six major problems that SPAN staff and consultants believe need to be faced in the 1980s, the "desired states" toward which social studies educators might strive, and recommendations flowing from a comparison of current states and the problems associated with the desired states. The fourth section describes one of the several major alternatives to the current pattern of social studies considered by the SPAN staff and consultants. The alternative is a social roles approach to social studies. (Author/RM)

SP

ED 213 659 SP 019 491

Witty, Elaine P.

Prospects for Black Teachers: Preparation, Certification, Employment. Information Analysis Products.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Contract—400-78-0017

Note—40p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, Black Achievement, Black Colleges, •Black Education, •Black Teachers, Change Strategies, Educational Quality, •Educational Research, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Higher Education, Minimum Competency Testing, Schools of Education, •Teacher Certification, •Teacher Education, •Teacher Employment, Teacher Integration, Teacher Persistence, Teacher Qualifications

A survey of the literature on the issues and problems related to the preparation and survival of black public school teachers in the United States resulted in findings and recommendations in five areas. The first area considers literature on the underrepresentation of black teachers in public schools, studies on pupil/teacher ratios, expanded employment activities, declining enrollment and seniority systems, the declining quality of education, and minimum competency testing. Research literature in the second area is on the selection and preparation of black prospective teachers, the role of historically black colleges and universities, standardized testing for admission to schools of education, and special curriculum needs of black teachers. The third area of literature addressed the problems imposed on black beginning teachers, including initial certification and the National Teacher Examination, employment inequities, and special demands of schools and communities on black teachers. The effects of research on black teachers and the need for a black perspective in educational research are the topics of the fourth area of literature. In a final section, 36 recommendations aimed at traditionally black colleges and universities, based on the readings cited in the literature survey, are presented. A list of 134 references on the topic of black teacher preparation, certification, and employment is appended. (FG)

ED 213 660 SP 019 492

Van Schaack, Herbert Glick, I. David

A Qualitative Study of Excellence in Teaching [and] The Search for Excellence in Teaching: An Annotated Bibliography. Information Analysis Products.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Contract—400-78-0017

Note—67p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—•Performance Factors, Preservice Teacher Education, Professional Recognition, •Profiles, Self Concept, •Teacher Attitudes, •Teacher Characteristics, Teacher Education Programs, •Teacher Effectiveness, Teacher Evaluation, •Teaching Models, Teaching Skills

This document presents a qualitative research study and an annotated bibliography on the characteristics of superlative teachers. For "A Qualitative Study of Excellence in Teaching," Herbert Van Schaack selected and observed nine elementary and secondary school teachers and three college and university professors. The elementary and secondary school teachers were finalists or winners of National Teacher of the Year competitions, while the college professors were recipients of distinguished teaching awards at their respective institutions. The impressions gained from class observations and interviews with the teachers, their supervisors, colleagues, and students are recorded for each teacher in the form of a brief descriptive portrait. The teachers' attitudes were surveyed for perceptions of self, others, and teaching. In addition, analysis of the results of two behavioral tests are discussed, and the teachers' responses to questions about their careers, influential teachers, and major career obstacles are presented. Ten dimensions or characteristics held in common by the teachers are described, and the teachers' attitudes toward and suggestions for teacher education programs are listed. A synthesis of the study is offered, and nine references and the test instruments are appended. "The Search for Excellence in Teaching: An Annotated Bibliography" was compiled by I. David Glick from an initial collection of 1,300 articles. The 29 selected documents include journal articles, books, and papers written since 1971. The subjects range from first person accounts of memorable teachers to research studies and opinion pieces. A discussion of issues in effective teaching concludes the bibliography. (FG)

ED 213 661 SP 019 494

Mulhern, John D. Morris, Robert C.

A Field Practicum for Teachers of Gifted Children: The South Carolina Experience. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Contract—400-78-0017

Note—49p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($3.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acceleration, College School Cooperation, Elementary Secondary Education, Enrichment Activities, •Field Experience Programs, •Gifted, Grade 7, Inservice Teacher Education, Lesson Plans, Master Teachers, •Practicums, School Districts, Screening Tests, •Special Education, •Summer Programs, Teacher Characteristics, •Teacher Education Programs, Teacher Qualifications

Identifiers—•University of South Carolina

A collaborative program between the University of South Carolina College of Education and Lexington County (South Carolina) School District Five provided gifted and talented students with a summer school session featuring acceleration and enrichment. Accompanying the program were graduate-level courses and practica for prospective teachers of gifted children and coordinators of programs for the gifted. The 1981 summer program consisted of six dimensions: (1) thinking skills and creative arts for kindergarten through second grade students; (2) study in graphics, dramatics, computers, photography, and the performing arts for fourth through eighth grade students; (3) field experiences for fourth through seventh grade students; (4) seventh grade seminars; (5) drama workshops for eighth through twelfth grade students; and (6) gifted education courses for teachers. A discussion of the fourth dimension of the summer program, the seventh grade seminars, describes criteria for identifying gifted students, and the general format of the program. The teacher practicum (sixth dimension) consisted of a series of formal and informal experiences that allowed the teachers to design and execute specific learning activities for gifted students. A profile of a gifted teacher is outlined and offers considerations of the personal and professional attributes that are necessary for a teacher of gifted children. A comparison is made of this program and similar programs at Purdue University, the University of South Florida, and three universities in England. Lesson plans for four curricular areas covered in the fourth dimension of the summer program are appended. (JD)

ED 213 662 SP 019 495

Stroup, Stinson W. And Others

Deficits, Declines, and Dismissals: Faculty Tenure and Fiscal Exigency. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Contract—400-78-0017

Note—48p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($3.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Contracts, •Court Litigation, Declining Enrollment, Economic Factors, Financial Policy, Financial Problems, •Fiscal Capacity, Institutional Autonomy, Personnel Policy, •Reduction in Force, •Retrenchment, •Teacher Dismissal, •Tenure

Tenured faculty can be dismissed for reasons of financial exigency. If the employment contract provides a specific definition of fiscal exigency and the processes to be used in effecting retrenchment, then those terms govern in lieu of constitutional due process. In the absence of such guidance, courts are willing to allow dismissal for reasons of financial exigency within certain limits. The institution as a whole need not be in an exigent condition to justify dismissal of some faculty, nor must the exigency extend to the endowment or real property of the institution. The institution has the burdens of proving not only financial exigency, but also that dismissal was motivated by the exigent condition. The institution must also show that its selection process was not arbitrary, capricious, or discriminatory. Tenured faculty who are to be dismissed for reasons of financial exigency must be notified and have an opportunity for a hearing before dismissal. Beyond these requirements, faculty have no constitutional right to participate in the retrenchment process. Dismissed faculty, if they are qualified, have the right to available positions in the institution, but in the absence of contract language they have no right to positions held by others and no right to retraining for available positions if they are not qualified at the time of dismissal. Thirty-six court cases are described and discussed in this monograph, and recommendations are made for adoption of legally acceptable policies and procedures for teacher dismissal at educational institutions. (JD)

ED 216 993 SP 019 496
Klassen, Frank H. Leavitt, Howard B.
Teacher Education and Global Perspectives. Current Issues.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 82
Contract—400-78-0017
Note—50p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($3.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Change, *Cultural Awareness, Cultural Differences, *Curriculum Development, Educational Improvement, *Global Approach, Higher Education, *International Education, International Educational Exchange, Social Change, *Teacher Education, Teacher Education Curriculum, Teacher Educators, World Problems

This document seeks to help deans and faculties of colleges and schools of education in the United States develop a global perspective for teacher education. The report explains the urgent need for a global approach to both the general and professional components of teacher education-teaching and learning methods as well as clinical and practical training. The first section, "Global Realities," describes a frame of reference for global education, suggesting that rapidly changing relationships between countries, institutions, and people have created new global realities. In the second section, "The Rationale for Global Education," the case for introducing global education into programs for preparing teachers is presented. This rests upon the certainty of change and the need to redress deficiencies. Recommendations on global education are cited from statements by the National Council for Accreditation of Teacher Education and the American Association of Colleges for Teacher Education. The third section, "A Global Dimension for Teacher Education," describes the incorporation of a global perspective into teacher education from the standpoint of institutions, curricula, faculty, facilities, and resources. The final section presents suggested resources for help in developing a globally oriented program of teacher education. (JD)

ED 219 337 SP 019 493
Grebner, Florence D. And Others
Physical Education Teacher Education: Curriculum, Pedagogy, Certification...History, Issues, Trends. Information Analysis Products.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 82
Contract—400-78-0017
Note—60p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accrediting Agencies, Change Strategies, Competency Based Teacher Education, Educational Legislation, Educational Research, *Educational Trends, Higher Education, *Physical Education, *Preservice Teacher Education, *Teacher Certification, *Teacher Education Curriculum, *Teacher Education Programs, Teacher Role, Teacher Supply and Demand
Identifiers—*Physical Education Teachers

This monograph relates the evolution, current status, issues, trends, and future perspective of undergraduate physical education teacher education (P.E.T.E.). The first section offers an historical overview of the profession. Preparation programs and curricula are described as they have progressed from the middle of the nineteenth century to the present, with a discussion of the increasing complexity of P.E.T.E. programs in response to changing educational philosophies. Societal influences on the development of curriculum for P.E.T.E. programs are considered in the second section, including government legislation, professional organizations, teacher preparation institutions, and employers and consumers. The third section deals with professional preparation curriculum in P.E.T.E. programs as it has been expanded and altered to meet not only more stringent certification requirements, but also the increasing trend toward specialization. The impact of the competency based teacher education movement on P.E.T.E. is also discussed. Contemporary views on the role and the responsibilities of the physical education teacher are considered in the fourth section. In the fifth section, a discussion is presented on the needs for further research in developing sound physical education curricula and the values of new teaching techniques in the field. The sixth section offers an overview of certification and accreditation of P.E.T.E. programs. In the final section, a discussion is presented on strategies for changing P.E.T.E., and recommendations are made for improving certification requirements, curriculum content, and process and methodology. Further recommendations are made for clarifying the role of professional physical education organizations and improving the administration of P.E.T.E. programs. (JD)

TM

ED 195 578 TM 810 032
Hensley, Susan E. Nelson, Carnot E.
The Reviewing Processes in Social Science Publications: A Review of Research. ERIC/TM Report 77.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0003
Note—38p.
Available from—ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($4.00 each).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Editing, *Evaluation Criteria, *Evaluation Methods, *Publications, Scholarly Journals, *Social Sciences, Technical Writing
Identifiers—*Manuscripts

Because of the increase in the number of manuscripts submitted to journals, editors and publishers must either publish more manuscripts or increase the proportion of manuscripts rejected. Rejection decisions are usually informed by informal peer evaluation, editorial processes, and/or citation analysis. Unfortunately, no standard criteria for evaluation have been developed, and inter-referee agreement on the attributes of journal articles is generally low. The research on these issues is reviewed. (Author)

ED 211 594 TM 820 029
Gustafsson, Jan-Eric
An Introduction to Rasch's Measurement Model.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.; National Swedish Board of Education, Stockholm.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
Report No.—ERIC-TM-79
Pub Date—80
Note—47p.; Paper presented at the Nordic Researchers' Course "Rasch models in the social and behavioral sciences" (September 29-October 6, 1980).
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($5.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Ability, Academic Achievement, *Difficulty Level, *Latent Trait Theory, Mathematical Models, *Measurement Techniques, *Test Items
Identifiers—*Rasch Model

Some basic concepts of the one-parameter logistic latent-trait model, or the Rasch model, are presented. This model assumes that the probability of a correct answer to an item is a function of two parameters, one representing the difficulty of the item and one representing the ability of the subject. The purpose of this paper is to explain a mathematical-statistical solution to the problem of separating the factor of item difficulty from person ability. Rasch's "theory of specific objectivity" is basically a theory of unidimensionality. It states that only one dimension should be measured at a time and all items should be homogeneous, or measure the same ability. Local stochastic independence is assumed. The Rasch model is compared to other test-theoretic models including classical test-theory and other item-response models. In relation to a concrete example, it is demonstrated how the parameters in the model can be estimated and how the assumptions of the model can be tested. Possible areas of application of the Rasch model are discussed. (Author/DWH)

ED 211 607 TM 820 063
Smith, Jeffrey K. And Others
The Evaluation of College Remedial Programs.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ERIC-TM-80
Pub Date—Nov 81
Contract—44-78-0003
Note—107p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($8.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Attitude Measures, *Basic Skills, Data Analysis, Data Collection, *Evaluation Methods, Higher Education, Program Descriptions, *Program Effectiveness, *Program Evaluation, *Remedial Programs, Research Design, Student Placement

The original impetus for this monograph was a grant from the New Jersey Basic Skills Council of the New Jersey Department of Higher Education to evaluate two college basic skills remedial programs (one in a four-year state college, one in a two-year community college) and to produce a handbook for conducting such evaluations. This monograph is directed at a general audience. This is not a text on conducting program evaluation; it is a list of evaluative activities. If combined with a text on evaluation which covered basic philosophical, theoretical, and design issues, this monograph would provide the "specifics" for translating generalities into the tasks which face the college basic skills program administrator who must actually conduct an evaluation. Examples used in the manuscript come from experiences in New Jersey and therefore do not provide a broad spectrum of studies geographically. At the end of this monograph is an annotated list of 32 studies conducted in colleges around the country. (Author/GK)

ED 212 665 TM 820 079
Knapp, Joan E. Jacobs, Paul I.
Setting Standards for Assessing Experiential Learning.
Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Nov 81
Note—32p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Standards, *College Credits, *Experiential Learning, Higher Education, Informal Assessment, Surveys
Identifiers—*Council for Advancement of Experiential Learning

Doubts and misgivings have resulted from the rapid growth and diversity of experiential programs and the use of experiential learning assessment as a recruiting and marketing device. The Council for the Advancement of Experiential Learning (CAEL) is the body examining what is being done about setting standards for the assessment of experiential learning; this document represents CAEL's study approach to ascertain present practices, review the literature, filter the findings through author's experience with assessment, and develop principles that colleges and universities can use in establishing standards for assessing experiential learning. Experiential learning is divided into two major types: (1) sponsored–occurs under the auspices of a college or university and is planned or supervised such as a public service internship, cross-cultural experience, or career or occupational development and (2) non-sponsored–occurs before enrollment in a higher institution; includes such things as work (computer programming), life accomplishments (public speaking), or community service (chairing a charity campaign drive). (Author/CE)

UD

ED 210 403 UD 021 902

ERIC References on Urban and Minority Education. Equal Opportunity Review.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Contract—400-77-0071

Note—29p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (no charge).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Bilingual Education, Educational Opportunities, Elementary Secondary Education, *Equal Education, Ethnic Groups, Higher Education, *Minority Groups, *Multicultural Education, *School Desegregation, *Urban Education

Identifiers—*ERIC

This annotated bibliography is a guide to the literature on urban and minority education cited in the January through December issues of "Resources in Education." It includes references on such topics as school desegregation and urban life, bilingual and multicultural education, ethnic and racial groups, higher education, and sex equity. The bibliography is arranged by ED (Eric Document) number. An index to the subject(s) of each document appears at the end of the bibliography, and is followed by information about where to read or obtain the cited documents. (Author/JCD)

ED 210 404 UD 021 903

Martinez, Herminio, Ed.

Special Education and the Hispanic Child. Proceedings from the Annual Colloquium on Hispanic Issues (2nd, New York, New York, February 5-6, 1981). ERIC/CUE Urban Diversity Series Number 74, August 1981.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Contract—400-77-0071

Note—69p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Children, *Court Litigation, Cultural Influences, Culture Fair Tests, Educational Diagnosis, Elementary Secondary Education, *Handicap Identification, *Hispanic Americans, Learning Disabilities, Mental Health, Mental Retardation, Needs Assessment, Non English Speaking, Program Development, *Spanish Speaking, *Special Education, Teacher Education

Identifiers—Bilingual Special Education, Dyrcia S v Board of Educ, *Jose P v Ambach, Limited English Speaking, United Cerebral Palsy New York v Board of Educ

This collection of papers examines contemporary issues and problems in bilingual special education. The first paper, by Lizette A. Cantres, discusses Federal and State laws and regulations related to bilingual special education, with respect to litigation in the case of "Jose P." The problems of assessment of bilingual children under a monolinguistic testing system are examined in the second paper, by Rafaela E. Weffer; the author presents a study of twenty Hispanic children and explores issues raised by a review of the literature. A third paper, by Eva M. Gavillan-Torres, examines the processes for diagnosing and serving Hispanic children who are believed to be mentally retarded or to have learning disorders or speech and hearing impairments. In the fourth paper, author Rosa Maria Gil examines the relationship between cultural attitudes toward mental illness and the use of mental health services among groups of Puerto Rican mothers and their elementary school children. The final paper in the collection is by Carmen D. Ortiz and discusses the masters degree program in special education at Bank Street College of Education as a model for standards in teacher training; this paper identifies a variety of special education professionals and defines their functions and required competencies. (Author/JCD)

ED 211 625 UD 021 900

Bornstein, Rita

Title IX Compliance and Sex Equity. Abridged Version.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—8p.; For longer version of document, see ED 202 948.

Available from—Teachers College, Columbia University, Box 40, New York, NY 10027 ($1.00, 10-24 copies, $0.80 ea., 25-49 copies, $0.60 ea., 50 copies, $0.50 ea. Make checks payable to Teachers College).

Journal Cit—IRCD Bulletin; v15 n3-4 p1-7 Sum-Fall 1980

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), Educational Opportunities, *Equal Education, Federal Legislation, Government Role, School Role, *Sex Fairness

Identifiers—*Title IX Education Amendments 1972

A definition and rationale for full equity under Title IX legislation in terms of outcomes for students and benefits for school districts are given in this article. The relationship of compliance to equity is explored through an analysis of short-term and long-term costs and benefits for students and schools in both minimal and maximal equity responses. This article is an abridged version of a longer paper. (Author/ML)

ED 211 643 UD 022 037

Kean, Michael H.

Research and Evaluation in Urban Educational Policy. Abridged Version.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—8p.; For a longer version of document, see ED 190 735.

Available from—Teachers College, Columbia University, Box 40, New York, NY 10027 ($1.00, 10-24 copies, $0.80 ea., 25-49 copies, $0.60 ea., 50 copies, $0.50 ea. Make checks payable to Teachers College).

Journal Cit—IRCD Bulletin; v15 n3-4 p1,7-12 Sum-Fall 1980

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Case Studies, *Educational Policy, *Educational Research, *Elementary School Students, Elementary Secondary Education, Evaluation Criteria, Evaluation Needs, *Policy Formation, *Reading Achievement, School Role, Staff Utilization, Teacher Role, Test Results

Identifiers—*Philadelphia School District PA

This paper explores factors which may account for the translation of research into educational policy through a case study. The case study was conducted jointly by the School District and Federal Reserve Bank of Philadelphia, Pennsylvania to determine what variables contribute to reading achievement. Students from grades one through four in twenty-five schools were selected to participate in the study. Data was based on interviews with school administrators and teachers, and pupil records, and included information about the principal, the reading teacher, the classroom teacher and the school for each individual student. The process of planning and translating the results of the study into educational policy initiatives is discussed. The following factors were associated with this process: (1) identification of clients; (2) vitality of the topic; (3) participant involvement; (4) technical quality; (5) reporting formats; (6) findings keyed to the decision process; (7) preparation of policy makers; (8) overcoming resistance; (9) the role of the ombudsman; and (10) the role of the entrepreneur. (JCD)

ED 211 644 UD 022 038

The Education of Asian-American and Pacific-American Children and Youth. ERIC/CUE Urban Diversity Series, Number 76.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 81

Contract—400-77-0071

Note—185p.; For individual abstracts, see UD 022 039-044.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Asian Americans, Chinese Americans, Economic Factors, Educational Opportunities, *Educational Status Comparison, Elementary Secondary Education, Filipino Americans, Hawaiians, Higher Education, Indochinese, Japanese Americans, Korean Americans, Minority Groups, *Multicultural Education, Needs Assessment, *Racial Bias, *Social Indicators, Social Mobility, *Socioeconomic Status, Stereotypes, United States History

Identifiers—*Pacific Americans

This collection of essays examines the issues which affect the educational, social, and economic status of Asian Americans and Pacific Americans. The first paper by Florence Yoshiwara discusses the historical experiences and demographic characteristics of Japanese Americans, economic and educational stereotypes, and various multicultural and area studies programs. A concluding section suggests the need for bilingual/bicultural programs and discusses Asian American studies programs at the secondary and university levels. The second paper by Kenyon Chan presents on overview of the educational progress of Chinese Americans, focusing on demographic, cultural and learning characteristics. In the third paper by Bok-Lim Kim, the future of Korean American children and youth is discussed in terms of marginality, biculturality and the role of the American public school. Educational needs and attitude assessment of parents and teachers are examined. Federico Marcaranas' paper examines the socioeconomic issues affecting Filipino Americans. Appendices include information on number of persons of Filipino origin in the United States by place of birth and language characteristics, social indicators of equity in education for Asian Americans, and an outline of educational needs and recommendations. The remaining papers by Vuong G. Thuy and Bella Zi Bell discuss the current status and educational needs of Indochinese and Hawaiians respectively. Each paper includes a bibliography. (JCD)

ED 211 645 UD 022 039

Yoshiwara, Florence M.

Shattering Myths: Japanese American Educational Issues.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[80]

Contract—400-77-0071

Note—39p.

Available from—Not available separately; see UD 022 038.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Acculturation, Cultural Images, Demography, Elementary Secondary Education, Ethnicity, *Ethnic Stereotypes, Higher Education, *Japanese Americans, Multicultural Education, Quality of Life, *Racial Bias, *Social Action, *Social Discrimination, United States History

Identifiers—Immigration

An historical review of the immigration and resettlement patterns, and a demographic profile of Japanese Americans reveals a myth of the "successful minority." Since the founding of the Japanese American Citizens League in 1928, Japanese Americans have defeated alien land laws, discriminatory immigration quotas, anti-miscengenation laws, and secured naturalization privileges for alien Japanese. Currently, Japanese Americans are the third largest Asian American group and have attained a high level of education with increased visibility in many areas of employment; they tend to live primarily in integrated, urban communities. The stereotypes and misunderstandings created by the concentration camp experience, however, have hampered economic and social progress for Japanese Americans. Moreover, disparities in educational funding policies, uses of propaganda, and violations of civil rights have undermined the achievements of Japanese Americans. The organization of bilingual/multicultural programs on the secondary level, and Asian American studies at the university level is needed to overcome the effects of racism, to promote self-esteem, and to provide a progressive framework for serving Japanese American communities. (JCD)

ED 211 646 UD 022 040

Chan, Kenyon S. Tsang, Sau-Lim

Overview of the Educational Progress of Chinese Americans.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[81]

Contract—400-77-0071

Note—17p.

Available from—Not available separately; see UD 022 038.

Pub Type— Historical Materials (060) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, *Chinese Americans, Cultural Exchange, Culture Conflict, *Demography, Elementary Secondary Education, Ethnic Status, *Learning, *Multicultural Education, Program Development, Program Effectiveness

Identifiers—*Lau v Nichols

This review of the educational progress of Chinese Americans examines the demographic, cultural, and learning characteristics of this group with respect to the historical and current status of bilingual/bicultural program development. The Lau v. Nichols case is cited as a major influence and precedent for the development of federally mandated services related to bilingual education. This paper further suggests that the maintenance of the home language and culture is the most controversial aspect of bilingual education, and presents examples for and against multiple language learning. (JCD)

ED 211 647 UD 022 041

Kim, Bok-Lim C.

The Future of Korean American Children and Youth: Marginality, Biculturality, and the Role of the American Public School.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[80]

Contract—400-77-0071

Note—30p.

Available from—Not available separately; see UD 022 038.

Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Biculturalism, Children, *Culture Conflict, Demography, Elementary Secondary Education, Ethnicity, *Family Role, Higher Education, *Korean Americans, Needs Assessment, Parent Role, *School Role, Self Concept, Social Adjustment, Underemployment, Youth

In this paper, the educational progress of Korean Americans is attributed largely to the effects of conflict between biculturality and marginality. This report examines the educational needs and problems of Korean American children and youth with respect to demographic and historical characteristics of Korean Americans and their evolving community. Highlighted among the demographic characteristics are geographic location, sex and age distribution, employment, income and household size, language proficiency and religious preferences. Problems in the educational adjustment and achievement of Korean American children are attributed to the following conditions: (1) underemployment and loss of self-esteem; (2) parent-child conflicts based on language and culture; (3) breakdown of the traditional three-generation Korean family; (4) a "lost" generation of teenage immigrants; (5) a desire but inability to achieve biculturality; (6) conflicting and unrealistic expectations of children by Korean American parents; (7) major role shifts within the family; and (8) domestic violence. Although Korean American parents were reported to show cultural ambivalence, it was suggested that the parenting role was a positive resource for the successful development of Korean American biculturality. (JCD)

ED 211 648 UD 022 042

Macaranas, Federico M.

Socio-Economic Issues Affecting the Education of Minority Groups: The Case of Filipino Americans.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jun 81

Contract—400-77-0071

Note—43p.

Available from—Not available separately; see UD 022 038.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Cultural Differences, Demography, *Educational Attitudes, Elementary Secondary Education, *Filipino Americans, Higher Education, *Immigrants, Needs Assessment, Social Characteristics, *Social Indicators, *Socioeconomic Status

This paper examines the socioeconomic issues pertaining to the education of Filipino Americans. The first section reviews the development of this ethnic group through the 1970s and the experience of the first wave of immigrants. Secondly, the socioeconomic status of the second wave and the characteristics of professionals involved in the post-1965 influx are discussed. Highlights of this section include the debate on the cultural-deficient theory that purportedly explains Filipino American attitudes toward education, the social indicators of educational equity for 1960, 1970 and 1976, and the differences in native born versus foreign born students. Finally, the future educational needs of the community are presented with suggestions for a better understanding of Filipino American students. (Author/JCD)

ED 211 649 UD 022 043

Thuy, Vuong G.

The Indochinese in America: Who Are They and How Are They Doing?

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[79]

Contract—400-77-0071

Note—29p.

Available from—Not available separately; see UD 022 038.

Pub Type— Historical Materials (060) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

Document Not Available from EDRS.

Descriptors—Acculturation, *Adjustment (to Environment), *Asian Americans, Demography, Federal Programs, *Government Role, *Immigrants, *Indochinese, *Land Settlement, Migration Patterns, Refugees, Social Services

This paper examines various aspects of Indochinese immigration and resettlement patterns and problems with respect to the ethnic, cultural, and educational characteristics of refugees, and the effects of Federal, State, and local assistance programs. Highlighted among the problems are the high concentrations of refugees in urban areas, their limited English proficiency, and their unfamiliarity with the American legal, economic, transportation, and social service systems. The provisions of the Indochina Migration and Refugee Assistance Act of 1975, and the effects of Federal and State funding practices are also discussed. It is suggested that the Indochinese should follow examples set by other ethnic minorities in order to influence legislation and achieve political gains. (JCD)

ED 211 650 UD 022 044

Bell, Bella Zi

The Status of Native Hawaiian Education.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—[81]

Contract—400-77-0071

Note—21p.

Available from—Not available separately; see UD 022 038.

Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)

Document Not Available from EDRS.

Descriptors—Demography, *Economic Progress, *Educational Innovation, *Educational Mobility, Elementary Secondary Education, Federal Programs, *Hawaiians, Higher Education, *Multicultural Education, *Needs Assessment, Population Trends, Program Development, State Programs, Student Educational Objectives

Identifiers—Elementary Secondary Education Act Title I

This review of the educational status of native Hawaiian students suggests the need for special programs that: (1) promote self-esteem and appreciation of multiculturalism while improving cognitive skills; and (2) encourage parent participation and the involvement of community leaders as role models. The effects of Federal programs (such as those administered under Title I, the Comprehensive Mathematics Project, and the Right to Read program) and the impact of State compensatory programs are discussed. Also discussed are financial assistance alternatives, the educational needs of Hawaiian students as summarized in the 1979 Native Hawaiian Education Bill, adult education and special education training programs for teachers, the objectives of the Advisory Council on Native Hawaiian Education, and economic benefits of these programs to society. (JCD)

ED 211 659 UD 022 087

Dean, Joenathan

Dealing with Decline: The Politics of Public School Closings. ERIC/CUE Urban Diversity Series, Number 77.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 81

Contract—400-77-0071

Note—29p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Administrator Role, *Board of Education Role, *Citizen Participation, Consolidated Schools, Decision Making, *Declining Enrollment, Desegregation Methods, Elementary Secondary Education, *Policy Formation, *Politics, Residential Patterns, *School Closing, School Community Relationship, School Demography, School Maintenance

This paper examines the politics of public school closings and suggests strategies for effective management of school closings by administrators. Issues which are covered include: (1) the effects of public school closings on students, teachers, parents, and the community; (2) the trend of declining enrollment; (3) management approaches to closings which include demographic, maintenance, desegregation, and neighborhood considerations; (4) citizen participation; (5) rural consolidations; and (6) urban school closings with regard to desegregation and neighborhood impact. The paper concludes with a section on effects which need further investigation, and calls for anticipatory planning on the part of local, State, and Federal agencies. (ML)

ED 212 731 UD 022 088

Ascher, Carol

The United States' New Refugees: A Review of the Research on the Resettlement of Indochinese, Cubans, and Haitians. ERIC/CUE Urban Diversity Series, Number 75.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Contract—400-77-0071

Note—40p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Counseling Services, Cubans, *Cultural Background, Cultural Influences, Cultural Pluralism, Economic Factors, *Educational Policy, Elementary Secondary Education, *Emotional Adjustment, Employment Problems, Federal Programs, Haitians, Indochinese, Literature Reviews, Political Influences, *Public Policy, *Refugees, *Social Adjustment, Social Influences

Identifiers—Mutual Assistance Associations, Refugee Camps

This review of research on recent refugees to the United States focuses on the Indochinese, Haitians and Cubans. An introduction stresses the need for more information to enhance a better understanding of the newcomers. Succeeding sections review published literature on: (1) the development of Federal policy concerning refugees, emphasizing the difference in policy requirements for the earlier Soviet-/East European refugees and those for the new group of refugees; (2) the new refugees' cultural backgrounds, especially as these affect resettlement; (3) aspects of the refugee experience, particularly the circumstances surrounding their flight from their countries; (4) transition experiences and refugee camp conditions; (5) experience in the new culture, culture shock, and orientation programs; (6) educational policy and programs; (7) employment and sociocultural adjustment; and finally, (8) problems in emotional adjustment and solutions to adjustment problems. (MJL)

ED 212 742 UD 022 101

Compact Guides to Information on Urban and Minority Education. Volume II.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 82

Contract—400-77-0071

Note—9p.; For a related document, see UD 021 800.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (write for price).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Literature, Elementary Secondary Education, *Ethnic Stereotypes, Females, Minority Groups, Nonstandard Dialects, *Nontraditional Education, Racial Bias, *Sex Fairness, Sex Stereotypes, *Writing Instruction

This second volume of Compact Guides to Information on Urban and Minority Education includes three reports: a review of alternative schools, a report on teaching writing to dialectally different youths, and a bibliography on race and sex stereotyping in children's books. The first report discusses the characteristics, types and outcomes of alternative schools in a question and answer format. The nature of writing errors by nonstandard English speakers, problems of translation into standard English, and strategies for improvement of writing instruction are addressed in the second report. The bibliographic citations in the third report represent a wide range of topics on the problem of stereotyping as well as resources promoting balanced sex/-race fairness in the treatment of images of minority groups and women. (JCD)

ED 212 743 UD 022 102

Vigilante, Richard P.

Computer Systems for Urban School Administrators: A Guide for Decision Making. ERIC/CUE Urban Diversity Series, Number 78.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C

Pub Date—Nov 81

Contract—400-77-0071

Note—38p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Computer Assisted Instruction, Computer Programs, *Computers, Computer Science, Databases, Data Processing, *Decision Making, *Educational Administration, Elementary Secondary Education, Information Needs, *Information Systems, *Management Systems, Urban Schools

This monograph introduces educational administrators at a variety of levels to the basic concepts and procedures in the successful implementation of educational computer systems. In the first section, the units and functions of the computer are defined, and the administrative, research, and instructional applications of educational computing are examined. The concepts and processes of management information systems are discussed in the second section, which includes a comparative analysis of data file and data base systems. Also examined are the definition, design, development, and operation phases of systems implementation. The final section examines the nature and role of data control, data confidentiality, and data administration; the responsibilites of the data base administrator are looked at in the light of existing laws which deal with both privacy and access to information. It is suggested that the effectiveness of an information system cannot be determined in isolation from the functional activities that it was designed to serve, and a process-oriented system with a high degree of flexibility will, in the long run, be more cost-efficient and effective than a static, product-oriented system. (JCD)

ED 218 392 UD 022 322

Ascher, Carol Alladice, Darryl

Refugees in the United States: A Bibliography of ERIC Documents. ERIC/CUE Bibliography Number 7.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 82

Contract—400-77-0071

Note—31p.; For related documents see ED 205 649 and ED 210 371.

Available from—ERIC Clearinghouse on Urban Education, Columbia University, Teachers College, Box 40, New York, NY 10027 (write for price).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Asian Americans, Civil Liberties, Cubans, *Cultural Background, Cultural Influences, Cultural Pluralism, Educational Assessment, Educational Background, *Educational Needs, Elementary Secondary Education, Haitians, Health Services, Immigrants, Indochinese, Orientation Materials, Postsecondary Education, *Public Policy, *Refugees, Resource Materials, *Social Services, Testing

Identifiers—Russian Jews

This bibliography contains 303 citations of conference papers, research and project reports, and other materials drawn from the ERIC database. The entries are organized according to a number of issues relating to the resettlement and adaptation of Indochinese, Cuban, Haitian, and Russian refugees in the United States. The categories include: refugee background; orientation materials; refugee adjustment and host acceptance; health and associated services; school curriculum and other school information; government policy statements, statistical reports and other documents; testing; and bibliographic resources. (Author/MJL)

ED 218 412 UD 022 445

Webb, Michael B., Comp. Maruffi, Brian, Comp.

Equal Opportunity in Education. Urban Schools Bibliography Series Number 1.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0071

Note—136p.; Not available in paper copy due to institution's restrictions. For related documents see UD 022 446-448.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Bilingual Education, *Elementary Secondary Education, *Equal Education, *Multicultural Education, *School Desegregation, Urban Education, *Urban Schools

This bibliography consists of nearly 500 references to works on equal educational opportunity cited between 1975 and 1981 in "Resources in Education." The documents cited, most of which were developed by urban school districts in cities with a population of 100,000 or more, deal primarily with urban education, school desegregation, bilingual and/or multicultural education. Works are listed in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are a subject index, an author index, and information for ordering ERIC documents. (GC)

ED 218 413 UD 022 446

Webb, Michael B., Comp. Maruffi, Brian, Comp.

School Policy, Administration, and Curriculum. Urban Bibliography Series Number 2.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0071

Note—124p.; Not available in paper copy due to institution's restrictions. For related documents see UD 022 445-448.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Curriculum, *Educational Administration, Elementary Secondary Education, *School Policy, Urban Education, *Urban Schools

This bibliography consists of nearly 500 references to works on urban school policy, administration, and curriculum. The works cited, most of which were developed by school districts in large cities, were compiled from a computer search of "Resources in Education" from 1975 to 1981. Citations are organized by ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also included in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

ED 218 414 UD 022 447

Webb, Michael B., Comp. Maruffi, Brian, Comp.

Testing, Evaluation, and Academic Achievement. Urban Schools Bibliography Series Number 3.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-77-0071

Note—138p.; Not available in paper copy due to institution's restrictions. For related document see UD 022 445-448.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Annotated Bibliographies, Elementary Secondary Education, *Student Evaluation, *Testing, *Urban Education, *Urban Schools

This bibliography contains nearly 500 references to works on testing, evaluation, and academic achievement, particularly in urban schools. Works cited were developed primarily by large city school districts and include research studies and evaluation reports. These references first appeared in "Resources in Education" between 1975 and 1981, and are listed here in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

ED 218 415 UD 022 448
Webb, Michael B., Comp. Maruffi, Brian, Comp.
Career Development, Alternative Schools and Community Involvement in Education. Urban Schools Bibliography Series Number 4.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Contract—400-77-0071
Note—89p.; Not available in paper copy due to institution's restrictions. For related documents see UD 022 445-447.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Career Development, *Career Education, *Community Involvement, Elementary Secondary Education, *Nontraditional Education, *School Community Relationship, Urban Education, *Urban Schools, *Vocational Education

This bibliography contains over 300 references to works on career development, alternative schools, and community involvement in elementary and secondary education. Works cited were developed primarily by urban school districts in cities with a population of 100,000 or more, and include research studies, evaluation reports, and instructional materials. These references first appeared in "Resources in Education" between 1975 and 1981, and are listed here in order of ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also provided in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

ED 219 482 UD 022 469
Kapel, David E. Kapel, Marilyn B.
The Preparation of Teachers for the Urban Schools: The State-of-the-Art in Pre-Service and In-Service Education. Part I. ERIC/CUE Urban Diversity Series Number 81.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 82
Contract—400-77-9971
Note—83p.; For related document see UD 022 470.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type— Reports - General (140) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Environment, Educational Improvement, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Program Effectiveness, Program Evaluation, *Research Needs, *School Effectiveness, *Social Influences, Teacher Characteristics, *Teacher Effectiveness, Urban Education, *Urban Schools

This monograph reviews research and educational reports to examine the state of the art in preservice and inservice teacher education in the urban community in the United States. A review of urban areas in the last thirty years reveals major social and environmental changes, such as population increases, shifts in racial composition, the introduction of desegregation, and declining resources which have required unique responses to urban educational needs. Examination of how teachers have responded to the changes indicates factors that make for effective teachers and effective schools in urban areas. An exploration of preservice education programs for urban communities emphasizes the importance of urban-based field training and provides descriptions of selected innovations developed by American higher education institutions to improve their preservice education programs. An investigation of inservice programs for urban education identifies inservice education needs and goals, reviews the history of inservice urban education programs, identifies models and types of inservice programs being carried out by various urban school districts, and identifies problems and needs of inservice educational research and evaluation. Finally, prospects for further improving urban schools through teacher training based on what is known about urban change and effective urban education are considered. (Author/MJL)

ED 219 483 UD 022 470
Kapel, David E. Kapel, Marilyn B.
The Preparation of Teachers for the Urban Schools: Selected Programs Offered by Institutions of Higher Education and Urban School Districts. Part II. ERIC/CUE Urban Diversity Series Number 81.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 82
Contract—400-77-0071
Note—79p.; For related document see UD 022 469.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Colleges, *Curriculum, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Program Descriptions, School Districts, *Teaching Methods, *Urban Education, Urban Schools
Identifiers—United States

Presented in this report are brief descriptions of preservice teacher education programs offered by American institutions of higher education and inservice teacher education programs and structures in U.S. urban school districts, designed for the education, preparation, and continuing training of professionals for urban schools. The programs were chosen for inclusion in the report because of their basic and/or unique features related to urban education; they were either typical or atypical urban programs. Information provided on each program include the institution or school district offering the program; its geographical location; type of service provided; program overview; and a description of the program curriculum, broadly defined to include not only specific courses but also various activities and experiences. (Author/MJL)

ED 219 484 UD 022 471
Ascher, Carol
Student Alienation, Student Behavior and the Urban Schools. ERIC/CUE Urban Diversity Series Number 82.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 82
Contract—400-77-0071
Note—63p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Administrator Role, Catholic Schools, *Educational Improvement, High Schools, High School Students, *Institutional Characteristics, *Minority Groups, Nontraditional Education, Private Schools, Public Schools, School Desegregation, *School Effectiveness, Social Change, *Student Alienation, Student Attitudes, Student Behavior, Student Characteristics, Teacher Role, *Urban Schools, *Values Education

This paper summarizes several research findings in order to determine the urban high school characteristics that are most likely to decrease alienation among inner city, minority students, and to make their attitudes toward education, themselves, and their futures more positive. First, the paper discusses the phenomenon of alienation in society and in the schools, and considers how attitudinal and behavioral signs of alienation are related to student achievement. The author then examines specific studies done in comprehensive high schools, desegregated schools, alternative schools, and private/Catholic schools to identify school characteristics and other factors that bring about student alienation, disruptive behavior, stress, and poor achievement, and the factors that make for positive student achievement and behavior in particular settings. A concluding summary of the points made throughout the literature review includes: (1) the suggestion that alienation is a broad category and must be used as a means of understanding otherwise isolated variables like student violence, dropout rates, and low achievement which point to the same underlying condition; (2) identification of organizational elements that foster alienation and those that decrease alienation; (3) identification of administrator, teacher, and student characteristics that contribute to improved schooling; and (4) emphasis on the importance of values in helping to decrease student alienation. (Author/MJL)

ED 219 485 UD 022 472
Ascher, Carol
Compact Guides to Information on Urban and Minority Education. Volume III.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 82
Contract—400-77-0071
Note—15p.; For related documents see ED 209 407 and ED 212 742. Contains ERIC/CUE Fact Sheets Numbers 9 thru 13.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (no charge).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Bilingual Education, Bilingual Education Programs, *Counseling, Counselor Characteristics, Court Litigation, Desegregation Effects, Elementary Secondary Education, *Equal Education, Ethnic Discrimination, Federal Legislation, *High Risk Students, *Hispanic Americans, Limited English Speaking, Mainstreaming, Minority Groups, Multicultural Education, Program Effectiveness, *School Desegregation, Special Education, Student Characteristics, Student Placement, Teaching Methods
Identifiers—*Bilingual Education Act 1968, Education for All Handicapped Children Act

Summaries of current research on aspects of urban and minority education are compiled in these fact sheets. The first report provides guidelines for counseling in a multicultural educational setting, and outlines what counselors should know about and what they can do for students of culturally different backgrounds. The second report, which examines desegregation as an equal educational opportunity strategy for Hispanics, presents a picture of poor Hispanic achievement under present schooling conditions, enumerates the disadvantages of segregated schooling for Hispanics, and presents some favorable outcomes of desegregation for Hispanic students. A third report explores issues related to the provision of bilingual education under Title VII of the Elementary and Secondary Education Act, discusses characteristics of bilingual education programs, and describes the effects of these programs on students. The fourth report focuses on the characteristics of high risk secondary school students, discusses skill areas that they need to develop, and examines instructional methods that have proven effective with such students. The final report examines the problems of misplacing minority students in special education classes and explores alternatives in testing and assessment to eliminate biases that have sent disproportionate numbers of minorities into such classes. (Author/MJL)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

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